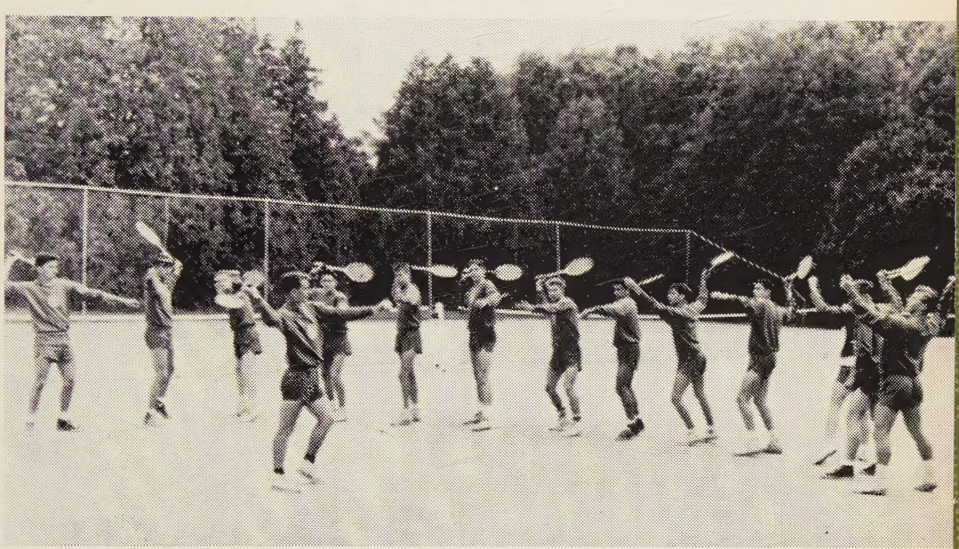
JOURNAL of the CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

ONTARIO'S LEADERSHIP TRAINING CAMP



Senior High Pupils Seen at Group Practice in Tennis Under the Leadership of One Student.

Student Leaders Explaining Some Aspects of Basketball

Vol. 25 **November 1958** **No. 2**

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CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION INC.

1957 - 59

It is with deep regret that we report that Dr. A. S. Lamb, our honorary president passed away on Sept. 4th 1958. His many contributions to Canada are reported by Iveagh Munro on page 7 of this Journal.

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The CAHPER organization is a nation-wide, voluntary, non-profit, non-political lay and professional association dedicated to raise Canadian health, cultural and physical education standards. The association seeks to promote the professional growth and technical competence of its members, to act as an "ideas trading centre", to make fact-finding studies, and to co-operate with various cultural and athletic organizations whose objectives are to enhance the lives of Canadians physically, culturally and aesthetically.

Membership categories include: Active or Associate member—$5.00 plus local fee; Student —$2.00 plus local fee; Life—$75.00 (or $100.00 over a ten year period). Persons interested in becoming members in areas where no local branch is located should forward fee to Fred S. Urquhart, 1020 Harvard, Ave., Montreal 28, Quebec.

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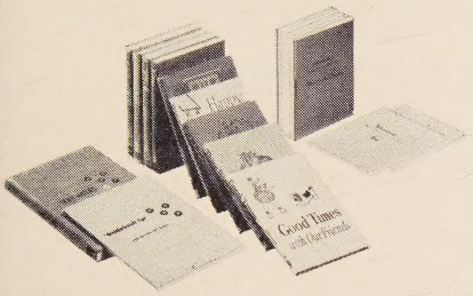

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Vol. 25, No. 3	Jan. 1	Dec. 15	Jan. 10
Vol. 25, No. 4	Feb. 1	Jan. 15	Feb. 20
Vol. 25, No. 5	Mar. 1	Feb. 15	March 20
Vol. 25, No. 6	May 1	April 15	May 20

NOTE: Authors should endeavor to meet the suggestions for the preparation of articles that appear in Vol. 25, No. 1 (Sept.). Please try to keep articles as brief as possible.

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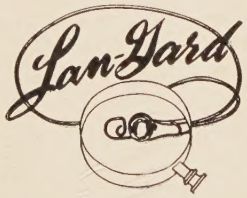

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Journal of the Canadian Association For Health, Physical Education And Recreation

Vol. 25, No. 2 — Edmonton, Alberta — November, 1958

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Editor: A. F. Affleck—University of Alberta, Edmonton, Alberta, Canada.

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Journal Business Manager:
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COVER: These pictures were submitted by Dr. M. L. Howell along with his article about the Ontario Leadership Training Camp which appears on page 25.

Authorized as Second Class Mail Post Office Department, Ottawa.

Editorially Speaking

Dr. Don Smith,
Chairman of Publications,
University of Alberta.

In this issue of the Journal **Miss Elsie McFarland,** vice-president for Recreation, has briefly outlined the recent meetings of the Western Recreation Conference and the Alberta Recreation Association held at Banff, Alberta.

In the judgment of this writer, who attended the meetings as an interested observer and participant several "highlights" seem to bear repeating at this time. There were nearly 100 delegates attending from Alberta, Saskatchewan and Manitoba. **Dr. E. J. Tyler,** Department of Psychology, Brandon College and **Mr. David Critchley,** Co-ordinator of Youth Services Division, Edmonton Council of Community Services, gave outstanding addresses at the conferences.

Of special interest to CAHPER members was the General Session on "Recreation Looks at National Organizations Concerned with Recreation." **Jack W. Staples** of Regina spoke on the Parks and Recreation Association of Canada and **Dr. Maury Van Vliet** on CAHPER. They summarized the aims and objectives of the associations and what each had to offer prospective members. During the question and answer period that followed one could sense the atmosphere of co-operation that exists between the two national associations and the willingness of the delegates to do something to bring them even closer together. **Mr. Bill Garnett,** Director of Recreational and Mechanical Divisions, City of Calgary Parks Department suggested that each delegate should join Parks and Recreation through their municipalities and also take out a membership in CAHPER as an individual interested in becoming a member of a professional organization.

A resolution from the delegates is being forwarded to Parks and Recreation and CAHPER suggesting:

"That this conference of 92 delegates from Manitoba, Saskatchewan and Alberta urgently request the executive of the Canadian Association for Parks and Recreation and CAHPER to arrange to hold their conventions at the same place and same time every second year. Arrangements along these lines should be made for 1960. Also that this resolution be sent with accompanying letters to the President and Executive Secretary of the Parks and Recreation Association of Canada and to the President and Secretary to CAHPER and the Vice-President for Recreation of CAHPER."

* * *

Canadian Medical Association—Recreation

Of special interest to members in recreation will be the two formal resolutions passed last June at the annual meeting of the Canadian Medical Association. The Committee on Public Health of the C.M.A. presented the resolutions and they were adopted. The following item appeared in the Canadian Medical Journal of September, 1958.

"During the year time was devoted in giving consideration to ways and means by which the medical profession could give stronger leadership in the matter of satisfactory recreational facilities and programs." — Adopted.

"It has been generally regarded for centuries that recreation has direct bearing upon psychological development of the individual. Nevertheless, circumstances of modern living have tended to discourage the use of facilities for recreation while, at the same time, they have increased the physical, psychic and social needs for recreation. Furthermore, modern communities have contended with the growing need for many services and there has developed a feeling for recreational facilities to be viewed as being relatively unimportant. This has resulted in many communities becoming seriously lacking in recreational facilities, especially in the more thickly populated areas. Moreover, few communities have undertaken the development of recreational facilities with the help of careful, co-ordinated planning in order to pre-

(Continued on Page 6)

THE PRESIDENT'S PAGE

By DR. M. L. VAN VLIET
School of Physical Education, University of Alberta

It is with a note of apology that I remind you that our association is at an important turning point in its history. The apology is offered because of the many "directives" and "guide lines for action" that you have seen in recent issues, but I feel like the lake or channel swimmers must have felt when they sighted land — instead of floating they quickened their pace or perhaps steadied their stroke to make certain of reaching the shore. The Canadian Association for Health, Physical Education and Recreation is at the threshold of a long and prosporous professional career, but there are a few problems which must be solved and I propose that we do not shirk this responsibility for another two-year period. In fact, I propose to list the problems and suggest solutions. If you have a more intelligent solution or suggestion so much the better, but I am looking for **action.**

Our major problems center around the Journal and are three-fold: the need for a published journal at least eight times per year, the necessity of having enough advertising to finance the Journal and, the most important of all, a way cleared for the engagement of a full time executive secretary. These are all spokes from the same wheel and each are necessary for the wheel to function. This is not a question of which comes first, the chicken or the egg. If we had an executive secretary he would have time to secure the advertising and in turn could edit and publish the Journal. Of course, this raises the question of how we arrange to hire an executive secretary. It is this point which I wish to deal with specifically.

The Association has, I believe, only three alternatives. The first would be to have a philanthropic group or individual donate the salary of the executive secretary for a period of two years. The second would be to place the publishing of the Journal in the hands of an advertising agency which would take over the entire cost of publication and perhaps, pay a small fee to the Association, thus releasing the Association funds for salary purposes. The third possibility would be to sell enough advertising in advance that the amount would cover the cost of Journal Publication and also release Association funds for salary purposes. Unless there is some radical change over the next few months, it would appear that the second alternative is the only one which is immediately practicable. This idea would, of course, require strict agreements as to editing and types of advertising permitted. If this scheme were limited to two years, there is reason to believe that an executive secretary could sell enough advertising for future issues to ensure a proper professional journal and a permanent executive secretary in perpetuity.

Let us make no mistake about the urgency of this problem. Each new executive of the Association is so immediately loaded down with Journal editing, Journal publication, finances, membership and routine Association business that the members have no time to devote to the raising of funds, selling of advertising or even promoting the profession. These things will never be efficiently handled along with the many other ideas and actions usually associated with a head office until there is a permanent executive secretary. This development must take place, the time is now (meaning not later than January of 1960) and we must agree to make the necessary arrangements, whatever the cost.

It is safe to say that the Journal publication, the advertising required and the need for a permanent executive secretary

LE PAGE DU PRESIDENT

par

le Dr. M. L. Van Vliet,
Université d'Alberta

C'est en m'excusant que je vous rappelle que notre association est arrivée à un moment critique de son histoire. Je m'excuse à cause des nombreuses directives et des "guide lines for action" que vous avez déjà lus dans les derniers numéros. Mais je me sens comme ont dû se sentir les nageurs, traversant un des lacs ou la Manche, quand ils ont enfin vu la côte—au lieu de flotter, ils ont renouvelé leurs efforts ou régularisé leur brassée pour être sûrs d'y arriver. L'Association Canadienne pour la Santé, l'Education physique et la Récréation est au seuil d'une carrière longue et prospère; mais il reste quelques problèmes à résoudre; et je propose que nous ne cachions pas nos yeux à ces responsabilités pendant deux ans de plus. Au fait, je me propose de dresser maintenant la liste des problèmes et d'offrir quelques solutions. Si vous avez une solution plus intelligente ou une meilleure suggestion, tant mieux. Mais ce que je veux, c'est **l'action.**

Nos problèmes principaux concernent notre revue. Et il y en a trois: le besoin de publier la revue au moins huit fois par année; la nécessité d'avoir assez d'annonces publicitaires pour payer les frais de publication; et, ce qui est le plus important, les moyens de payer un secrétaire executif à plein emploi. Ce sont tous des bâtons de la même roue et chacun est essential pour que la roue tourne. Il ne s'agit pas de savoir ce qui vient le premier, l'oeuf ou la poule. Si nous avions un secrétaire exécutif, il aurait le temps de nous chercher les annonces publicitaires et il pourrait éditer et publier la revue. Bien entendu, cela soulève la question des arrangements pour embaucher un secrètaire exècutif. Et c'est de ce point que je voudrais en particulier.

L'association n'a que trois alternatives à mon avis. La première serait de trouver quelque groupe philantrophique ou individuel qui fasse don du montant nécessaire pour payer un secrètaire exécutif pendant deux ans. La deuxième serait de passer la question de publicité à une agence publicitaire qui prendrait en charge tous les frais de publication et qui donnerait, peut-être, une petite somme à l'association—ce qui permettrait à l'association de garder ses propre fonds pour régler les salaires. La troisième possibilité serait de vendre en avance assez de publicité pour couvrir les frais de publication et en même temps libérer nos propres fonds pour payer les salaires.

A moins qu'il y ait quelque changement radical au cours des mois prochains, il semble que la seconde alternative soit la seule faisable. Cette idée exigerait un accord rigoureux en ce qui concerne le travail du rédacteur et la sorte de publicité admise. Si l'on mettait une limite de deux ans à ce projet, il serrait permis de croire qu'un secrétaire exécutif pourrait vendre assez de publicité dans les numéros à paraître

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will all be Convention issues. Make plans now to be in Edmonton June 22-26 so that you may take part in the deliberations in this historic period of our Association.

This being our Convention Year all members should be giving serious consideration to candidates for the Honor Awards, constitution changes or complete revisions, fee structure, nominations of a slate of offices followed by a vote and other major national issues.

As a parting shot many I most humbly suggest to you that a slight increase in fees, enough advertising to finance the Journal and a full time person employed by our Association would all be possible if everyone were prepared to make a slight personal sacrific. A few more members and a few more dollars per member would set the stage for changes in our professional association which would allow us to take our rightful place amongst Canadian professions as an organization which is representative, productive, scientific, progressive in its thinking, and fully able to meet the needs of the profession and the needs of the Canadian people in the fields of health, physical education and recreation.

pour nous assurer une revue professionnelle convenable et un secrétaire exécutif permanent à perpétuité.

Ne nous trompons pas sur l'urgence de ce problème. Chaque nouveau comité exécutif de l'association est tellement surchagé du travail en éditant et publiant la revue, en gérant les finances, que ses membres n'ont plus le temps nécessaire pour chercher de nouveau fonds ou même pour promouvoir les intérêts de la profession. Nous ne réussirons jamais à bien faire tout ce travail et toutes les autres besognes qui incombent à un bureau central sans avoir un secrétaire exécutif. Ce développement est nécessaire; il le faut maintenant (ce qui veut dire pas plus tard que janvier 1960); et il faut faire les arrangements nécessaires, coûte.

Nous pouvons déjà dire que la publication de la revue, la publicité et la nécessité d'un secrétaire exécutif seront discutées à notre congrèe. Faites vos plans dès maintenant pour être à Edmonton du 22 au 26 juin et pour prendre part à cette discussion qui marquera un moment historique de notre association.

Puisque c'est l'année de notre congrès, chaque membre devrait considérer sérieusement leurs candidats pour les "Honor Awards", les changements à faire dans notre constitution, le barème des cotisations, la nomination des officiers suivie d'un vote et d'autres questions majeures de portée nationale.

En concluant, pourrais-je vous proposer très humblement qu'une petite augmentation dans les cotisations, assez de publicité pour financier la revue et une personne employée à plein temps, que tout cela serait possible si chacun voulait bien faire un petit sacrifice personnel. Quelques membres de plus et quelques dollars de plus par membre nous permettraient de commencer à faire les changements qui nous donneraient notre place légitime parmi les professions canadiennes, comme une organization qui est représentative, productive, scientifique et progressive dans sa pensée, dans les domains de la santé, de l'education et de la récréation.

LETTERS

The Editor,
Dear Sir:

I read with interest Lorne Brown's article "Some Thoughts on the Organizational Patterns of Recreation in Canada", which appeared on page 21 of our September Journal. However there is a statement in it which, I feel, needs clarification. I quote "regretable thing is that often the recreation director is hired separately from the Parks Board, which makes for an almost untenable situation and can hardly be justified".

In Alberta many of our recreation departments are separate from the parks department, a situation which very few people, to my knowledge, have found "untenable". As a matter of fact the untenable situation has sometimes arisen when the two departments were combined.

Before we panic, perhaps you could persuade Lorne to clarify his statement.

Yours sincerely,

Elsie McFarland, Supervisor,
Community Recreation Bureau
Cultural Activities Branch
425 Legislative Building
Edmonton, Alberta

EDITORIALLY SPEAKING . . .

(Continued from Page 3)

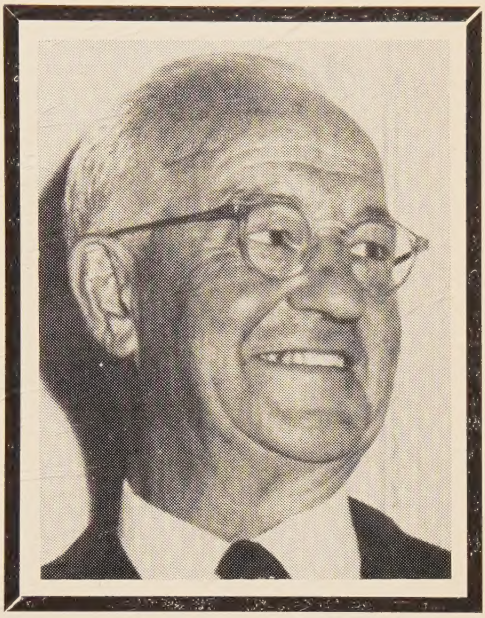
pare facilities that would most adequately meet the needs of the community. More and more, recreation must be thought of as an arm of preventive medicine, worthy of the support of the medical profession and worthy of the proper planning of facilities and programs." — Adopted.

"It is to this end that the Public Health Committee now draws the attention of the Canadian Medical Association to a request that the medical profession adopt the stand that constructive leisure-time activities are essential for individual health at all ages and contribute directly to society's well-being. Communities are encouraged to draw upon their voluntary and official resources to effect co-ordinated planning for recreational facilities and programs." — Adopted.

Dr. Arthur S. Lamb, Dean of Physical Education in Canada Passes

A Tribute by

Iveagh Munro
Director, Physical Education for Women
McGill University, Montreal



Dr. Arthur S. Lamb, internationally known and respected educator, died on September 4th, 1958 in the Queen Mary Veterans Hospital in Montreal in his 72nd year. The major portion of these 72 years has been devoted to the promotion of fitness in all its dimensions. His passing will be received with a deep sense of regret, not only by those who knew him personally, but by the thousands who knew of him through his significant life-long contributions to physical education and education in Canada.

Dr. Lamb, an Australian by birth, came to Canada as a very young man, where he devoted his energies untiringly for the welfare of the citizens, especially the youth.

He spent his first two years in Canada in Vancouver as Physical Director of the Y.M.C.A., then went to Springfield, Mass., where he obtained his Bachelor of Physical Education degree. Following that he came to McGill University in 1912, where he was a student in medicine and at the same time was Physical Director of the University.

On completing his medical course, he spent over two years in France and Belgium as Captain, C.A.M.C., with No. 3 Canadian General Hospital and 8th Canadian Field Ambulance.

He returned to McGill in 1920 as Director of the Department of Physical Education. From then until his retirement as 1949, at which time he was appointed Emeritus Professor of Physical Education, his life seemed dedicated to developing healthier and happier Canadian citizens through the fields of Health, Physical Education, Recreation and Athletics. He organized the first student Health Service in Canada, and was also responsible for introducing a regulation which required all students to have an annual chest x-ray. McGill was the first Canadian University to introduce such a regulation. Recognizing the need for properly trained teachers and coaches in schools, camps, clubs and similar organizations, Mr. Lamb was responsible for the extension of the McGill School of Physical Education from a short term Diploma Course to one of four years' duration granting the degree of Bachelor of Science in Physical Education.

A Leader of Vision and Action

As one considers his accomplishments, one wonders how any one person could have done so much. To cite just a few:

Organized the Quebec Physical Education Association in 1923.

Organized the Canadian Physical Education Association in 1933 (President 1933-38).

Canadian representative to International Congresses on Athletics and Physical Education - 1924, 1925, 1928, 1932.

Canadian representative to the Legislative Council of the American Association for Health, Physical Education and Recreation - 1925-50.

Canadian representative on Executive,

Pan-American Congress on Physical Education.

Montreal Parks and Playground Association, Inc. (Secretary 1920-32; Vice-President 1932-38; President 138-50).

Secretary and Manager, Canadian Olympic Teams of 1924 (Paris) and 1928 (Amsterdam).

Board of Directors and Officer, Mental Hygiene Institute for approximately 25 years.

Dr. Lamb took keen interest in golfing, fishing and curling. He also gave his support to such associations as the Boy Scouts, Youth Hostels, etc.

Recognition for Selfless Service

The responsibilities connected with these organizations were performed with such skill and quality that in many cases he was given special recognition and honours. The following are some that were bestowed:

Fellow, Royal Institute of Public Health and Hygiene, 1920.

Fellow, American Public Health Association.

Fellow, American Academy of Physical Education, 1931.

Honour Award, American Physical Education Association, 1933.

Honour Award, Canadian Association for Health, Physical Education and Recreation, 1948.

Queen's Coronation Medal, 1953.

The Tarbell Medallion from Springfield College Alumni Association, 1954.

In addition, he was made Honorary Life Member and Honorary President of innumerable organizations.

It is little wonder that Dr. Lamb has been referred to at times as the Dean of Physical Education in Canada?

Taught by Example

But even with all these duties, he always had or perhaps took time to listen to personal problems. To many he was guide, counsellor and friend, ready to listen and to help. Perhaps that may explain why he is known to many as "dad".

He had a keen sense of humour and a zest for living. His many anecdotes his apt poetry created to fit the occasion, his brain twisters and puzzles tossed to a group at the psychological moment, made him the focal point and life of every gathering and endeared him to his pupils and friends.

The lessons, exemplified by him in the art of living, in courtesy and consideration for others, in high ideals and standards of accomplishment will live in the hearts and minds of those who knew him and will most surely shape their lives and through them the lives of others. He was truly a great teacher who taught by example.

It is with deep regret and with a great sense of personal loss that each one of us who knew Dr. Lamb regards his passing. It is, however, with sincere gratitude that we realize how fortunate we are to have known him.

"But strew his ashes to the wind
Whose sword or voice has served
mankind -
And is he dead, whose glorious mind
Iifts thine on high? -
To live in hearts we leave behind
Is not to die".

—Thomas Campbell

SANITY IN SPORT

by the late Dr. A. S. Lamb, formerly Director of Department of Athletics, Physical Education and Recreation, McGill University.

Your ideas of sanity, as well as our ideas of sport, vary very widely. Someone has said that we are all insane but the craziest of us are locked up for safety. Our general conception of a sane person is one who is socially acceptable, but our opinions as to social acceptance are widely divergent. For example, your opinion of my socially acceptable friends may be that they should be incarcerated in an appropriate institution. My opinion of desirable or good sport, may be quite unsympathetically received by you. I may enthuse over tiddlewinks or ping-pong, whereas you may be a dyed-in-the-wool fan of the more vigorous and bloodthirsty sports. What appeals to you does not appeal to me, and so there is a great variance in our ideas, ideals and interests.

Sport—recreation—the spirit of play—is essentially basic and fundamental. Recognition of the values to be derived from play and recreation have always formed a characteristic and important part in the history of the British Empire.

From the religious festivals in honour of Zeus, down through the modern era, a discriminating insight has woven into the fabric of our recreative lives an understanding and an appreciation of that which is fair, that which is good. To "play the game" is no hollow and meaningless platitude. It forms an integral phase of British character in all walks of life. It would, of course, be incorrect to look on recreation as assuming only a physical form; surely there are equally important phases from the mental, moral and social aspects of our nature.

What Are the Values?

If we analyse the rightly directed instincts of play, we will see that they may exert important educational influences. The old traditional attitude was a negative one in which play was thought to be a waste of time and that children, when playing, were kept out of mischief. We know today, however, that children learn more and develop better through their wholehearted interests, and the very essence of play life is, of course, the interest which is displayed in it. And so the modern view is a positive one, in that we should be contsantly striving to utilize the play instincts in all measures which lead toward better citizenship.

The social values are many. There is, perhaps, no force so powerful in removing racial and religious prejudices, in developing companionableness, co-operation and the stimulation of one's social nature. Where can comradeship, friendship and the spirit of loyalty to a group or an ideal be so easily and so thoroughly fostered?

It is hardly necessary to mention the obvious values to his physical being, such as speed, skill, strength, endurance, bodily vigour and efficiency. The more of these he acquires, the more resourceful and self-confident he becomes, he is hardened and strengthened against the disastrous consequences of pampering, fatigue is counteracted and comparative studies show the mental and physical capabilities of children who have had proper play activity to be vastly superior to those not so favoured. The vigour and robustness of the adult are largely traceable to active enjoyable play activities in childhood.

The mental and moral values arising from play are many. All boys must fight. If they do not, they will most likely grow up to be sissy old mischief makers, a worry to themselves and a bore to their acquaintances. The thrill of the contest and the joy of battle offer normal opportunities for the satisfaction of fighting impulses, the desire for combat and the instinct for adventure. The losing and winning, the fortitude, the happiness and joy enable the emotions to be harnessed; self-restraint, self-control, modesty, loyalty and courtesy should be the result.

The innumerable choices of action under strain and excitement give wise parents and leaders the opportunity to assist in sorting out the jigsaw puzzles of puberty and adolescence, and it is often the case that emotional maladjustments and social frustrations are averted through participation in play.

Thus, attributes of character are acquired, habits and reflexes are fixed so that they serve specific and desirable ends. There is no other aspect of the child's life in which there are so many opportunities. The rules of the game become the rules of life. Show me the dishonest, selfish and disloyal man and I can almost guarantee that he exhibited those same qualities in unsupervised youthful play. What truer picture can you get of any person than to play with him? Who wants to play golf with the man who cannot count? How many bridge games are wrecked by selfishness and intolerance?

Guidance Necessary

These values do not occur automatically. It is well recognized that play and sport can be double-edged swords and that misdirected play can be exceedingly harmful, as is often the case in juvenile delinquency. Honesty, loyalty, or any other attribute of character cannot be imposed, they must grow from within, as a result of guided situations which call forth the right responses.

The values of sane sport vary with age and other conditions, but playing the game" has a depth and wealth of meaning which extends beyond the game itself into the activities of life. The values of sport are no longer values unless they live with us in all our relationships. The rules of the game are the rules of life. Sir Henry Newbolt's appreciation expressed it:

"The sands of the desert are sodden red,
Red with the blood of the square that broke.
The gatling's jammed, the colonel's dead
And the regiment's blind with dust and smoke.
The river of death has brimmed his banks
And England's far and honour's a name,
But the voice of the schoolboy rallies the ranks,
Play up! Play up! And play the game!"

The Play Spirit

Society should foster the play spirit, the facilities and the programs should be made more attractive than vice. The thrills, the battles, the joys, the loyal chums provide natural constructive expression in this school of citizenship which has such a powerful influence for human betterment. It is a physical, moral and social farce. Play is the birthright of the children. It is a regenerating and uplifting force in the community. It will pay large dividends through a healthier and happier citizenship, if we have these sound convictions and continue to do our part.

It is not only that we should be thinking of those children who are in the so-called underprivileged category. It may be that the child in the lower economic stratum is far better off in some respects than the poor little rich boy, whose parents are too busily engaged with golf, curling, bridge and the whirl of social functions, to pay attention to the needs of their children.

Competition—Danger Signals

As our children grow and develop, they naturally drift into competitive sport, and should we not ask ourselves some questions concerning the present day tendency in some of these matters? What are we doing to preserve the spirit of chivalry, the habit of fair play, the true sporting spirit.

What are we, as a public, anxious to see in recreation? And what is our reaction to the things we see and hear? Are we not becoming a bit gory-minded, clamouring for blood, as the Romans of old? Are we in our support blessed with one eye only, an eye that can only see those things we want it to see, or are we generous enough to spare the referee's life and recognize the penalty when it is called on our side? Is our enthusiasm becoming an uncontrolled passion? Are we satisfied with a display of courage, initiative, strength, speed, endurance, skill and strategy, or must we clamour as the caveman to get someone's scalp?

Are we blind to the abilities and worth of our opponents or do we recognize the other side which makes the contest possible? Are we of the exasperating, condescending type of cheap nitwit, who, when there is no possibility of losing, will make a gesture aimed at good grace? Or are we true to those fine traditions of our race which dictate that the fair thing is the right thing, whether we win or lose? Partisanship is to be expected, but often we find the most blatant, the most unfair, the most one-eyed, the most brainless and the most asinine statements and invectives hurled at the officials and competitors alike. Surely you must agree that this is misdirected enthusiasm and yet, is public opinion opposed? Where is this public opinion going to lead us and the young people in whom we are trying to sow the seeds of fairness, honesty, justice and sportsmanship? Is this sanity in sport?

Standards of Sportsmanship

I realize that this may sound a little old-fashioned and I also realize that sporting spectacles offer a splendid release from the stresses and strains of modern life, and that release may also be found in the setting sun, the drama, music and literature—the principles involved are just the same.

But, may I make bold enough to suggest that we are too careless and indifferent in our attitude toward such matters. Even published statements of expected fights, grudge battles and bitter feelings are often considered as bood box office attractions. Should the lionizing of

unnecessarily rough and brutal tactics be set up as approved standards? It is not smart to countenance despicable and dirty tactics, nor does it matter of the pansy to call attention to manly and noble acts of unselfishness, courtesy and chivalry in sport and recreation. Is it not possible, even in the most vigorous sports in which our red blooded young men take part, to strive toward a national consciousness, which is the equivalent of playing cricket"; a national consciousness of fitness, courtesy and sportsmanship, based upon our glorius traditions of play and adaptable to our Canadian citizenship? That would be Sanity in Sport, for I am convinced that the habits, reactions and attitudes of our young people are of greater consequence to society than any special physical skills they possess.

Amateurism-Professionalism

Are we satisfied with the "What do I get out of it" attitude, which is permeating far deeper into our competition than we care to admit? Is the love of the game for its own sake being forsaken for the returns it may bring? Intensive competition, the desire to win and gate receipts are masking our vision as to the more important functions which sport and recreation should serve. The attendant evils are apt to make very rapid inroads on our traditions of play, which may become so impregnated as to create a most serious situation for the rising generation.

I wish to make it perfectly clear that I am not opposed to professional sport. I am not decrying nor criticising its excellence and showmanship. It is a form of public entertainment, just as there are many other forms. What I am opposed to, however, is to be one thing and camouflage oneself as a chamelon. I confess the so-called moss-back, dyed-in-the-wool, conservative conviction that amateurism and its traditions should be promoted and preserved. It is unsound and unhealthy to think in terms of compensation every time an athlete steps on the field. It is our responsibility to see that the many thousands of boys and girls who want to play for love of it, have the opportunity to do so. It is our obligation to see that participation receives its proper emphasis, rather than passive observation. That would be Sanity in Sport.

The Future

What of the future? The course seems perfectly clear. There are well over two million children in this country under ten years of age, and four and a half million twenty years of age. Should we not combine our energies with a unity of purpose to furnish for all children:

The right to be well born,

The right to give expression to their natural play instincts,

The right to adequate facilities and equipment,

The right to leadership and guidance?

Tolerance of the other man's point of view, an agreement upon the basic and fundamental rights of our children would be a worthwhile co-operative adventure toward physical, emotional and social health, not only for the present generation, but for the generations to come. There could be no more attractive investment, and there could be no richer returns.

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Why Not Wrestling?*

by Howard R. Nixon**
B.S. (P.E.), M.S. (P.E.)
Assistant Professor,
Department of Physical Education,
University of Saskatchewan,
Saskatoon, Sask.

Wrestling is one of the most inexpensive, vigorous and safe sports, yet it is being omitted from most Canadian school athletic programs. Undoubtedly the reader's first reaction to the word **wrestling** is to conjure up a mental image of the popular form of TV entertainment. Let it be hastily pointed out that this so-called **professional** style has no relationship other than name to amateur style of wrestling.

As a phase of the high school program, wrestling offers those same values of personal growth and development which may be brought out through other vigorous activities. It is a strenuous contact sport requiring speed, endurance, balance and strength. The rigorous nature of the activity appeals to nearly all young men. To an enlightened audience, wrestling is an enjoyable sport, displaying speed, strength and skill.

In small rural schools, wrestling is the one activity possible with as few as two participants. Equipment for the sport can be of the homemade variety, mats, mattresses, or hay ticks laid upon the floor and covered with a tarpaulin make a satisfactory wrestling area. Practice uniforms may be blue jeans and a sweater and competition uniforms trunks with or without tennis shoes.

The one significant requirement for a successful wrestling program is sincere, enthusiastic leadership. A deficiency in knowledge of wrestling skills can be readily offset with readings, visitations and attendance at clinics. However, no amount of skill and knowledge can make up for lack of enthusiasm and personal interest in each participant.

The basic factors to appreciate regarding wrestling are: first, no hold or situation which might cause injury to life or limb, or cause pain or punishment, is to be tolerated; second, the ultimate objective of a wrestler is to press his opponent's two shoulders into a simultaneous contact with the mat. The first factor places the onus upon the leader to ensure that tempers are kept under control and that "free-for-all" matches are not allowed. As in other contact sports, it is the sole responsibility of the leader to instill in the participants the "spirit" as well as the "letter" of the rules. The second factor places a dual responsibility on the leader and the participants to develop physical condition to enable strenuous participation without duress for six or ten minutes.

No other activity requires such overall body conditioning. With no rest periods, a general match of six minutes can expend more energy than in sports of far lengthier duration. It is essential that a sound conditioning program, with special emphasis upon running, and neck and arm strength-

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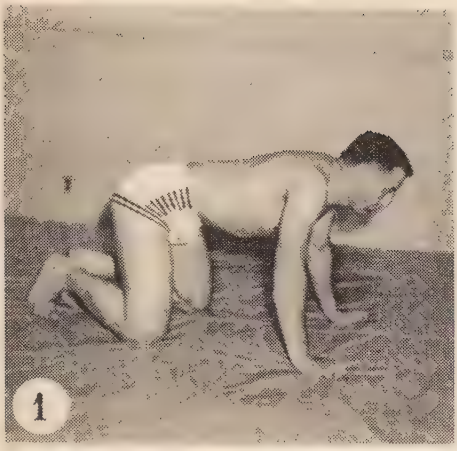
** **About the Author**

After completing his physical education undergraduate degree at U.B.C. Howard Nixon returned to his home town Saskatoon to join the staff of the University of Saskatchewan following periods of employment in the field of recreation in Edmonton and Wetaskiwin.

As an athletic coach he has a most creditable record especially in W.C.I.A.U. wrestling and swimming competitions.

"Howie" has completed his Master's degree as well as his course work on his doctorate at Indiana University. At Indiana he gained the valuable experience of being graduate research assistant to Dr. Karl Bookwalter, who has made such fine contributions to the scientific basis of physical education.

Currently Howie is president of the Northern Saskatchewan Branch of CAHPER. With his wife Elva, he shares an enthusiasm for camping and outdoor education. Both, in fact, are experts on the care and feeding of Indiana "chiggers".



ening, be instituted far in advance of the competitive season.

BASIC MANOEUVRES

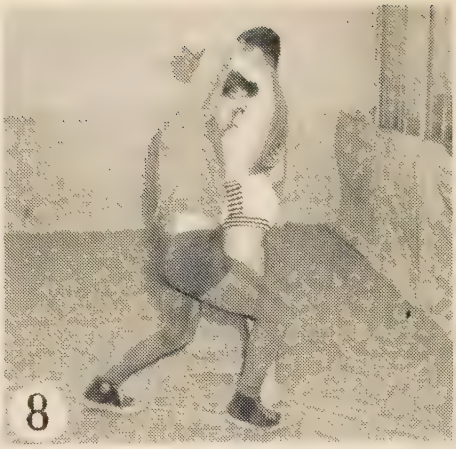
1. **Ground defence** — a solid four point base, fingers curled, elbows flexed, neck and back flat, with knees spread.

2. **Standing offence** — head up, back flat, knees flexed, hands extended, weight on the balls of the feet, elbows in and body relaxed but ready.

3. **Referee's position, up** — hands on back and on elbow, weight balanced on knee, hips close to opponent, ready to move quickly on signal.

4. **Single leg pick up** — the inside knee is placed on the mat, outside of the opponent's foot. The near hand is placed firmly on his chest and pushes up and back, the far hand reaches under the outside of his knee and lifts. The pick up is accomplished by pushing, lifting and straightening the legs in one smooth motion.

5. **Double leg pick up** — pull opponent forward by a shoulder, one knee drops to mat, the other leg drives a shoulder into



his thighs, your arms encircle his legs and lift him over, up and to the side. Pivot on the knee nearest him and drop him down, move forward, still holding his legs, rock him on his back and up onto his shoulders.

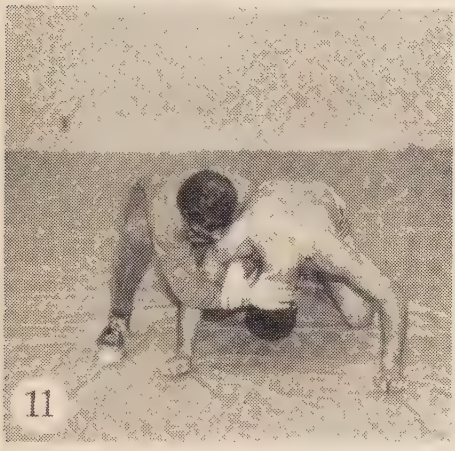
6. **Standing Quarter Nelson** — to counter a leg pick up, press down with one hand on opponent's head, move leg back, placing weight on this hand. The other hand encircles his arm from above and grips onto wrist. Press down with both hands and lift with forearm. Twist opponent away from you and drop with him so your chest presses onto his.

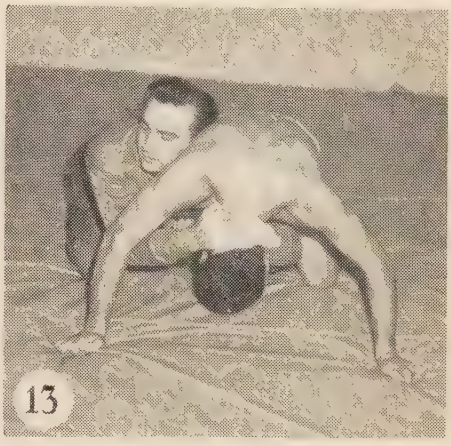
7. **Reverse headlock and arm bar** — to counter a leg pick up, place both arms between opponent's arms, chest to side of his head. One arm encircles his head, other arm under his arm and onto his back. Lift with arm on back, pull down with arm on head, drop leg on side holding head to rear. Twist your opponent over to his back, maintain holds and follow to a press.

8. **Elbow shove** — as opponent comes forward, shove his left elbow up with your right hand. Duck your head under his left arm, moving ahead on your right foot. Hold your left arm up his around his chest. The point to follow is move quickly around him, do not try and turn him, and you will end up behind him ready to trip.

9. **Double heel block** — in order to bring opponent to mat, place your feet against his heels. Then sit back quickly, pulling down and back on his waist. When your hip strikes the mat, twist your opponent to the side in order that you may follow through on top of him.

10. **Near Half Nelson**—(is the most useful of all holds, with minor variations it





results in more pins than any other hold.) The outside hand is placed, from the rear, under the opponent's near arm up onto the back of his neck. The hand presses down on neck and forearm lifts up on his arm. The further the arm is pushed up onto his neck the better.

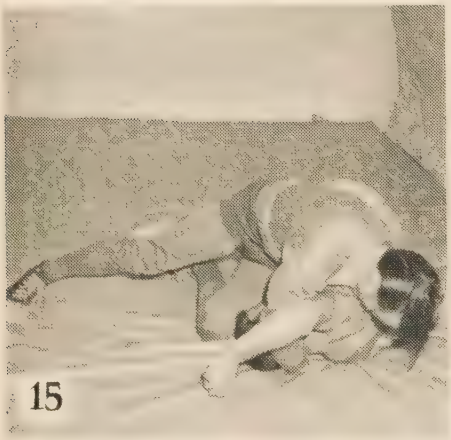
11. **Quarter Nelson** — (like the half, is best used in combination with a leg hold). The outside hand is placed on top of the opponent's neck, the inside hands goes under the opponent's near arm and grasps your own wrist. Both hands press straight down and the forearm lifts up. The action should roll the opponent straight forward.

12. **Ring lock** — (power hold). The outside hand is placed on opponent's neck, the inside arm goes under the chest, overlapping on the other hand. The inside shoulder is placed under the opponent's stomach. The shoulder lifts up and the arms pull his head straight down. The opponent must be made to roll straight forward.

13. **Three Quarter Nelson** — (similar to ring lock). A Half Nelson is applied, the inside arm goes under the chest and overlaps on the other hand. The pressure is down with both hands, lift up with forearm of the arm applying the Half Nelson. The action will result in a diagonal forward roll and if a leg is trapped will result in a pin.

14. Half Nelson with forearm pick up— apply a Half Nelson, the inside hand goes over the back under his far arm (from behind) and grips his wrist. Draw his wrist up to his chest and twist him up and over with the Half Nelson.

15. As the opponent is being turned over, swing your body line so it is at a 90 degree angle to his body line, to pre-

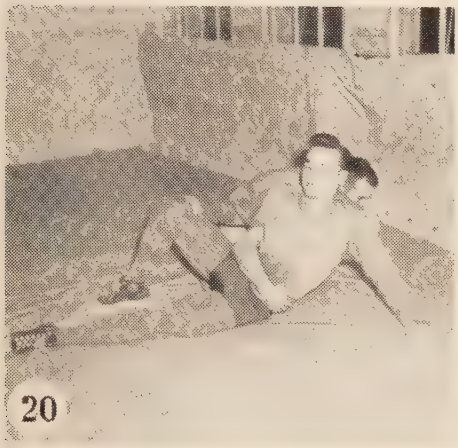


vent him from rolling. Maintain a solid grip on his wrist, push the Half Nelson in so that the inside crook of your elbow rests under his head. A firm grip with both arms will bring about a pin.

16. **Cradle hold** — hook near leg under opponent's nearer lower leg. This is accomplished by placing your foot between his legs and sliding it toward you under his limb. Apply the ring lock, keeping your outside elbow down.

17. Press up with the shoulder and pull down with the hands, turning your opponent straight forward and under. Hold the leg securely with the leg lock to prevent him from rolling away. Move your far knee forward and away from him to prevent him from laying on his side, brace yourself on your forehead.

18. **Double leg ride and Half Nelson** — block both of your opponent's arms forward and slip your legs under his crotch back between his legs. Lift both of his arms forward and extend your legs to force him onto his stomach. Lay firmly on his back and apply a Half Nelson.



19. Slacken the pressure with your legs and slowly turn your opponent onto his back (he must be turned under you—never move from overtop of him). Shorten up on the Half Nelson to hold his head from the mat and apply a squeeze on his hips with your thighs. One of his wrists may be gripped with your free hand.

20. **Switch out** — (to reverse from underneath). It is necessary to clear both legs by having your opponent with both knees to one side. Swing the leg nearest him under the other so that you are sitting. Swing the outside arm back over the arm holding you to rest between his thighs.

21. Lean back on his arm which is holding you with the arm that is between his thighs. Now swing your furthest leg, pivoting on the leaning arm, so that you end up on your knees behind opponent. Encircle both arms around his waist and prepare to place a hold on him.

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THE WORLD OF THE NEUROTIC

by H. E. SMITH, M.A., M.Ed., Ph.D.,
Professor Emeritus, Faculty of Education,
University of Alberta.

What a word 'neurotic' has become! As a term of affection or of reproach it leaves something to be desired, but as a vague sort of label, suggesting much, but nothing explicitly, it is excellent.

We must first decide what is a neurotic, what are his symptoms, if it is a good thing or a bad thing to be a neurotic, how one gets to be that way, and what is to be done about it. Fortunately on most points the picture is clear. On only one question are there serious differences of opinion. Louis Bisch, psychiatrist, writes a book "Be Glad You're Neurotic" and undertakes to prove why you should be happy about it. On the contrary, Dr. Karen Horney, psychiatrist, has a book "The Neurotic Personality of Our Time", holding the neurosis a defect of personality, a serious handicap to be got rid of as quickly as possible.

The Symptoms

First then how does one distinguish a neurotic from ordinary people? What are the symptoms? Basic to everything, I think, are fear and anxiety, which for our purposes may be taken to mean the same thing. But the fear-anxiety state must be excessive and persistent. The reason for this is obvious. Every normal person is fearful at times and anxious on appropriate occasions. Such feelings though are temporary and reasonably match their causes. Neurotic fear is a constant state, like apprehension. It may be free-floating, not attached to anything in particular, but, as you might expect, attaches itself readily and speedily to all manner of supposed causes. Thus the neurotic finds his body racked by pains and aches, by diseases of all sorts, by fatigue, shortage of breath, heart palpitation, and the dozens of other ailments which infuriate doctors and fill their pockets. On the other hand the fear-anxiety may attach itself to family relationships, to social matters, or to business affairs. In consequence suspicion, jealousy, timidity, anger and vindictiveness are easily aroused. Unhappiness of one sort or another is said to be the common lot of neurotics.

The Source

What is the source of this fear-anxiety state? It is said to begin almost always in childhood and to be the consequence of a lack of genuine warmth and affection. Oddly enough the blame is usually laid at the door of a neurotic parent or parents, commonly the mother, for unfortunately neurosis is predominantly a woman's affliction. Here is how it works. The neurotic mother is typically so uncertain of herself, so concerned about gaining affection, or attention, or protection, or prestige, that she is incapable of a genuine emotion of any kind. Everthing is said to be done for show, for effect, for some purpose. In consequence any affection shown the child is bound to be artificial, insincere, perhaps even sham or pretense. She may love the child too little or too much, or inconsistently, too little today, tomorrow too much. She may demand in return excessive affection, or implicit obedience, or impossible standards of behaviour. In any event the child presently perceives that love is not given naturally and freely but must be paid for with a price. The price is whatever the mother can get out of the relationship. Obviously the same reasoning would apply if the father were neu-

About the Author

In 1955 Dr. H. E. Smith retired from the position of Dean of Education of the Faculty of Education in the University of Alberta after a long career in Education.

Since leaving his birthplace, Coburg, Ontario, he has taught in Alberta and Saskatchewan, served in two world wars and acquired four degrees at Universities of Illinois, Alberta (2), and California. During World War II he was in Personnel Services of both the Canadian Army and the Navy. This experience, together with his background training, has developed his interest in guidance and mental health. Since his retirement he has served two terms as the very active president of the Edmonton Branch of the Canadian Mental Heolth Association. This article, printed here with permission of the author, is a reprint of an article which was published earlier by the Mental Health Association.

rotic except that the father's role in child rearing tends to be of lesser importance.

Made — Not Born

The root of the matter is that children thrive on plenty of warm, genuine affection freely given, but turn sour on any other kind. This by no means implies a soft and sugary discipline to do as he likes. On the contary, a steady, consistent discipline, even a hard one, inspires respect and confidence. Lacking affection the child becomes insecure, uncertain, afraid, and anxious. These feeling, ingrained, engender hostility, suspicion, shamming and role-playing, themselves the planks of a new neurosis. So the wheel comes full turn. The child is not born neurotic; he is made neurotic. I suspect one reason boys develop a neurosis less frequently than girls is that they are usually freer of mother's apron strings.

The question now is, how does anxiety mushroom into the myriad forms the neurosis takes. The simplest explanation runs like this. The overly-anxious person, whether child, youth, or adult has lost, or never found, his bearings, so to speak, has never developed a sense of self-identity. He has been so anxious to please, to give and do what is expected, or on the other hand so anxious to avoid criticism, trouble and danger that he doesn't know what it is to be himself. He learns to play a role, as an actor does, and presently assumes this to be his real self. This, by some writers, is called the idealized-self, a fictional self, compounded of imagination and circumstances.

Protecting the Idealized-self

There are four principal ways of protecting oneself against anxiety and bolster-in idealized-self: affection, submissiveness, power and withdrawal. Affection from those about is a kind of insurance against harm, and many neurotics will go any length to achieve it. A few of the simpler devices are excessive protestations of attachment, flattery, feigning illness, magnifying sufferings of various kinds, submitting weakly to indignity, even brutality, and maligning others outside the target of affection. Of course we all do these things, in moderation let us hope, but not under compulsion, not as if our lives were at stake. Neurotics, bidding for affection, do it with a vengeance.

Submissiveness means that one escapes from anxiety and harm by giving in to everyone and everything, having no will or opinion of one's own, never making up one's mind, being a doormat to everybody.

Withdrawal is rather different. It means going into seclusion, like the hermit or tramp, avoiding people, events and things. It means giving up and retiring into a shell, avoiding alike the pleasant and unpleasant features of life. Inevitably it means too an unhealthy concentration upon imagination and phantasy.

The power bid for security against anxiety means that if one is powerful he need not fear nothing. The forms it takes range all the way from nagging and domineering in the household, through a fierce drive for wealth, to a compulsive bid for mastery in a chosen field. I'm sure this is the phase that appeals to Louis Bisch. He points to the great names in history— Alexander the Great, Caesar, Napoleon, Michaelangelo, Pascal, Poe, Walt Whitman, Goldsmith — all great and all neurotic, every one. One could extend the list indefinitely. The point Bisch makes is that the neurotic suffers a terrific compulsion to realize and sustain his idealized self, and if headed in the right direction nothing can stop him. Actually the world is full of neurotics who achieved great things; everything but happiness. Of what happens to those headed in the wrong direction — those chasing the elusive phantoms of affection, submissiveness, and withdrawal — too little is said.

The Difficulty of Diagnosis

Neurotics are troublesome patients, but they are sufferers and are entitled to a correct diagnosis and correct treatment. Too often they fail to get either. Dr. W. C. Alvarez in his book, "The Neuroses", writes: "Bennett and Semrad, when they studied 100 cases of psychoneuroses, found that in 72, mistaken diagnoses had been made of gastro-intestinal disease, and 179 surgical operations had been performed, probably half of them unnecessary. In 1946, Bennett reported another 121 cases

(Continued on Page 24)

BOARD MEMBERS ARE PEOPLE TOO!*

by Thelma Whalen,
Executive Director, Family Service,
409 North Akard, Dallas 1, Texas.

How can we develop a sense of belonging in our board members—a feeling that the agency is his agency? As rapidly as possible, we want him to identify himself with the program, and through it, to feel an identification with the whole vital, dynamic process.

When he feels a part of it we know he will feel a sense of responsibility, and will defend it, support it, and be loyal to it.

Most people who accept appointments to serve on agency boards really want this sense of identification with the agency, and it is only when they fail to experience it that they lose interest and become wobbly in the kind of support they give. Our first concern, then, should be to fire the imagination of these people, and bring about their warm identification with our particular agency.

There is a curious paradox in the way we relate to this. When explaining agency services to board members, we all too often throw tact out of the window, and fail to realize that the same tact is needed as when dealing with our clients. If the board of our agency, or the general public do not understand, we should examine our own methods of explaining our services to them.

There are certain time-honored, traditional methods of working with boards of directors. Some of them are excellent. Others might perhaps be scrutinized with an eye to finding out just how well they work. And there should be a willingness to change, adapt, or discard any of them which don't seem to get results.

The Member's Angle

One of the best ways to find out what works and what doesn't is to poll the the board members on how they really feel about present procedures. A ballot which can be checked in a few minutes and turned in without signature is a pretty revealing little gadget. You may find, as I have on occasion, that the board member's angle often has a nice, sharp point.

Usually, the first thing we do for a new board member is to plan an orientation program for him. All to often, we start from the wrong premise by focusing on what we want the board members to know, instead of trying to meet him where he is, as we would a client. If he were a client, we would try to identify with him, try to keep in mind what it is like to be new in a situation, try to present information in an acceptable way.

This same technique pays wonderful dividends with board members. It isn't very reassuring to the new board member to be seated at a conference table with the executive and several seasoned members of the board, for the stated, or implied, purpose of being educated, oriented, or whatever equally condescending verb may be in current usage.

It is distasteful to many people to ask questions at such a meeting, when all too obviously, the answers are known to the majority of the others present. For this reason some agencies dispense with the orientation meeting entirely.

The Board Manual

I favor the board manual as an orientation tool, followed and supplemented by

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About the Author:

Thelma Whalen, executive director of Family Service, Dallas, Texas, writes from long experience in dealing with board members. Her practical suggestions could be useful to church, educational and other volunteer groups. This article is adapted from a talk Miss Whalen gave recently before the Mississippi State Conference of Social Work.

individual conferences with new directors, plus work on sub-committees. If it is well-written and intelligently used, the manual for board members accomplishes several delicate tasks with finesse.

The manual should be mailed or presented to the board member well in advance of his attendance at any group meeting. This gives him a feeling of security. He can absorb the information at his own pace in his own familiar surroundings. He can decide what questions he wants to ask, and find in the written material the answeres to many others he'll be grateful for not having to ask.

Most important of all, he can attend his first board meeting with a comfortable feeling of already knowing something about agency with which he is going to work. The printed material can be supplemented with a brief verbal picture of the agency's place in the community, but this should not be specifically pointed at new members. Old members, too, can gain from this review.

Too often, in preparing a manual, the executive may become careless. In his printed material designed for a general audience, he may work ever so hard to achieve eye appeal and reader interest. But just let him sit down to prepare a manual for board members, and he seems not to care how tiresome he gets. He is apparently sustained by the fond hope that a board member hangs on to the end, no matter how tedious the trip. I have reason to suspect that the average board member won't.

That Fatal Dullness

There are many ways to avoid dullness in a manual. Take the cover, for instance. It doesn't have to be elaborate, but it ought to be designed with an eye to attention-getting qualities, and color is the best way to accomplish this. Any stationer has brief covers or the kit type of folder in plain tan manilla or red fiber. But those are not the only available colors. The manufacturers make all types of covers in different colors, and if your stationer doesn't have them in stock, it is probably because his customers are a lot of unimaginative people who haven't been demanding color. If you insist, he will order covers for you in the color of your choice. It doesn't cost a cent more. It involves nothing extra except a little thought and planning. If you are in the position of not having any funds in the budget for covers —and I have been there many times—you can get file folders in colors for the same price you pay for the ones you use on your case records.

This color principle applies to the inside pages too. White paper is standard, but does it have to be invariable? Black and white won't offend anyone, but that's about all you can say for it. It looks neat and chaste—and utterly dull.

The next attention-getter is what you put on the cover. Most covers announce themselves by such trite titles as Board Members Manual, or Handbook for Volunteers. Again, it doesn't have to be that obvious. It is possible to be provocative without losing any dignity at all. Why not choose a title that might stimulate the board member to look inside, just out of curiosity?

It's a nice touch to have the board member's name somewhere on the manual you you give him. The name is a subtle way of conveying to the new board member that you thought of him as an individual, and made some special preparation for his inclusion in your official family.

To Attract Interest

The way you present your material has a lot to do with whether or not your manual gets read. Content alone is not sufficient to capture the interest of the average board member. If the cover is attractive and provocative, and he opens the manual to glance at the first page, that first page must be one that immediately will hit him in the spot of his greatest interest. Believe me, that is not the constitution and by-laws!

The spot of his greatest interest is the client group; the people the agency serves. So it's a mistake to waste the crucial first pages on prefaces, lists of officers and committees, or explanatory statements. That kind of copy kills off readers faster than cyanide.

We ought to begin with people, with a description of the kinds of human beings we work with. It would seem axiomatic

that manuals of agencies dealing with people should show at least as much life as their clientele possesses. Strange to say, our manuals are often bloodless, and have no perceptible pulse at all.

Any new board member, unfamiliar with the agency's splendid achievements, is apt to find it hard to understand just how the agency does its job, and what it really means to the people it serves. These secrets appear to be locked within the bosom of the professional staff, withheld from all but the most privileged directors.

So let's start with people. And for heaven's sake, let's watch what we say about them and keep it free from the taint of patronage. If we really try, any of us can make our clients emerge from the pages of our manual as something more worthy of interest that a statistic, or a dismal collection of problems.

Charts and Diagrams

Somewhere along the line we probably will decide whether or not to use charts and diagrams in the manual. There seems to be no neutral meeting ground on the subject. Charts and diagrams are like roquefort cheese—people either hate 'em or love 'em. I don't believe they add enough to the text to justify fooling with them. But if you must use them, keep them clear and simple. Stay away from those organizational diagrams and flow charts that show long streamers extending downward from the board, to the executive, to the professional staff, until they finally flutter down to the typist, who presumably tucks the frayed and ragged ends into the lowest drawer of her desk.

A description or services ought to come next. I recommend a vivid description of the kinds of help given (or the program). If it must be by departments, each one can be opened with a warmly written illustration highlighting the reason for, rather than the administration of, the department. The pattern of first the specific, and then the general, whets the reader's interest in the factual material.

Job Relationship

Next the board member is likely to be interested in knowing what will be his relationship to his new job. This is the place to describe how the board works, what its duties are, how often it meets, what the standing committees are, and what they do, and anything else that may shed light on what he is in for, now that we have him in our clutches.

Next, he should be told something about staff; the job definitions of the positions; the salary range of the positions, and the personnel policies which the agency has adopted.

From this point on, such things as history, constitution and by-laws, contracts, agency affiliations, procedures used in budgeting and fund raising, financial statements and the like appear in whatever form is desired.

If it appears that too much emphasis is being placed on the agency's manual as a tool in working with board members, I might explain that my conviction about the effectiveness of this approach to orientation is based on the frank reactions of the board members themselves. We are deluding ourselves when we assume that because the orientation meeting is the tool most frequently used, it is bound to be the best one.

From the board members point of view, it is disconcerting, to say the least, to be summoned to a meeting for the sole purpose of being educated. It is annoying to be sprayed with a verbal barrage of facts which you are expected to remember, and have nothing to sustain you but a smudged copy of the constitution and by-laws. In this, as in many other areas of board-staff relationships, we have often ignored what I call the RH factor, which in this case means "really human." For board members are people—and people are funny.

The Quick and the Dead

The general board meeting is the spot where staff and board member come together most often. Like pedestrians, these meetings fall easily into two groups—the quick and the dead. It is the executive, who, more than any other factor, sets the tone. I can be critical because what I say applies to myself as aptly as anyone else. For the only reason I am aware of so many of the mistakes, is that I've made them all.

One of the primary responsibilities of the board is to make final decisions on policy. The development of sound policy requires clear thinking, and the key person to promote this clear thinkng is the executive.

Our thinking is often clearer than our expression of it. I certainly hope so anyway. Foggy thinking results in foggy expression, and foggy expression leads to more foggy thinking. It produces nothing but conversation and confusion.

Social work is a young profession, changing daily as it grows and progresses. To catch it in movement and show it to board members in all its color and exciting possibilities, we ought to use words that are alive and in the spirit of what we are doing. Words are the social worker's (and the educator's) most important tool—in working with boards as well as with clients.

We ought to watch our words and try to restore them to their original dignity by the extra care with which we use them. We get in a semantic rut. Everything takes place "at a level" or "in an area." We never act, we function. And when we get to talking about professional standards, we get positively haughty. We need not to try to be cute or amusing, but honestly, it doesn't hurt to be human. Our boards won't think any the less of us. The job we do involves the common human experiences—birth, death, earning a living, marriage, bringing up children, growing old. We can put the drama of life into this absorbing story, and we ought to do it if we want to help our boards think their way through to the policies that will enable our agencies to be of maximum helpfulness to people—all kinds of people.

Sound Policy Decisions

Sound policy decisions result from the board member's knowledge of the client the agency serves. This is relatively easy in agencies which use volunteers to extend the services, but it presents a challenging job for the agencies in which there is no direct communication between the board member and the client.

In family agencies the board member must "see" the client through reports about him; through committee work for him; and through action on matters which affect him. Staff members must be carefully coached in advance to keep their presentations simple, warm, and free from professional terminology. Learning to stay within time limits is an indispensable skill. Every graphic teaching medium, such as films and slides should be utilized.

Meetings should be planned so that subjects introduced for discussion are limited to those about which there can be a reasonable difference of opinion. Nothing has such a sedative effect on a meeting as the rhythmic nodding of heads in unison. Factual reporting can, and should be transmitted in advance of the meeting by mail. The emphasis constantly should be on variety, dynamics, color, and humanism.

One of the worst obstacles we have to overcome in working with boards is the feeling of futility about the significance of their efforts, which board members can develop. Board members ask themselves, "Why should I take time out to attend a meeting when I have this strike on my mind, and production problems to settle?" Or they ask, "With war and inflation and the income tax to worry about, how can I feel that serving on the budget committee of X agency is really important?"

It is for us, who portray and represent social work, to answer these questions. And the answers had better be specific instead of vague. In combatting that feeling of futility, vagueness can be our undoing, and often is.

We must figure out for ourselves just what part of the total problem we are prepared to handle, where that part begins and ends, why it is important for that part to be well taken care of, even though it is not in itself the total answer to world security.

Termite Invasion

There is no such thing as a board being good in, and of, itself. A board is a good board only when it makes possible the best kind of agency program and service. There are, however, some indications of when a board is healthy, and when it is not. Boards are subject to termite invasion, (and in my day I've met some first class termites) and to the weakening of dry rot.

In recent years we have come to regard the practice of rotation of board membership as a magic formula by which we may insure a healthy structure. I am well aware that theories have too much vitality to be stoned to death by mere facts, but nevertheless, I'm going to assail this particular theory with some hard facts of my own observation. A sound case can be made for change and for new blood for boards. I approve the judicious use of the axe. The board is not supposed to be an exclusive club, and it doesn't broaden the base of understanding of the agency if there is no turnover on the board. But a board is not built in a day or a year, or even in three years.

Building a board is an on-going process in which experience and perspective is quite as essential as new blood. One of the most important functions of a board is to provide a continuity of experienced leadership, so that staff changes will not weaken the effectiveness or the constituency of the agency's service.

We need to plan more carefully to utilize these experienced board members, who have so much to contribute. Every board needs some provision in its structure to hold onto a nucleus of seasoned veterans, as well as permit an in-flow of new recruits.

The intangible duties of the board member are the duties that make the greatest demand on him—such duties as to understand, to support, and to interpret the agency's activities. More often than not, an agency's board is the key to its good public relations. Sometimes agency public relations deteriorate because the board members are not actually clear about what services it actually can provide.

Just as often, however, we expect them to be able to discuss agency services in the same way, and with the same grasp that staff members do. We expect them to stand ready at all times to whack down ignorant unbelievers. This is pretty naive of us.

Social work is not an open door to sweetness and light. It is a social force, and social forces can be quite uncomfortable. It also is a challenge to selfishness, prejudice, and vested interests—some of whom we'll find sitting with their vests on, right on our own board of directors.

People's attitudes don't change overnight. Let's face it: we must everlastingly inform and explain; we'll never get it made. We must use all the new media of communication, but let's not neglect the oldest—and I still believe the most convincing method—face to face conversation. Let's do it in the simple, warm terms of the man on the street, unhampered by technical concepts and unhibited by the language of experts.

THE WORLD OF THE NEUROTIC . . .

(Continued from Page 19)

of women with psychiatric trouble. . . .Some 205 operations had been performed." (p. 11). These brief excerpts, much elaborated by Alvarez, suggest the difficulty of securing a correct diagnosis and appropriate treatment.

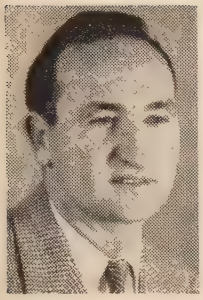
Psychiatrists treat mental disorders and should be seen if disabling neurotic trouble is suspected. The treatment may be short or long, depending upon the extent of mental analysis required. You may be sure that life backgrounds have to be canvassed for mental shock, conflict, anxiety, repression, and all the rest. Sometimes treatment may be brief, as in situational neurosis, the result of severe shock in an otherwise normal life. For a first diagnosis the family doctor is generally most helpful. He knows the important things — patient and family backgrounds.

The Merits of Overcompensation

Bisch has a chapter in his book on overcompensation. This means overcoming a defect by learning to do superbly well what you regarded as impossible. Damosthenes suffered a speech disorder and became a great orator. Clifford Beers left an insane asylum to found the National Committee on Mental Health. Helen Keller magnificently compensated for her blindness. Milton was blind when he wrote Paradise Lost. Darwin was an invalid much of his life, anl both R. L. Stevenson and John Keats were consumptives. The galaxy of great persons conquering great handicaps is imposing. This kind of compensation Bisch recommends to neurotics.

The Development of Leadership in Ontario: An Experiment in Education

by Maxwell L. Howell, Ed.D., M.A., B.A., Dip P.E.
Vice President for Physical Education of CAHPER
University of British Columbia, Vancouver 8, B.C.



In Ontario at the moment an experiment of considerable importance is slowly achieving world-wide recognition. It is guided and supported by the Ontario Department of Education. The Physical Education Branch, under the far-sighted leadership of Gordon Wright, is responsible for the administration.

Ontario, with 364 High Schools, 5852 public Schools, 1005 Separate Schools, 10 Teachers' Colleges and 5 Universities, has made significant contributions to the Canadian education scene, and the Ontario Athletic Leadership Camp compares favourably with the most visionary projects of the past.

As Arthur V. Colyne put it:*

As one drives through the gates of the Ontario Athletic Leadership Camp at Lake Couchiching, he is impressed by the incredibly blue water of the lake, the medley of green foliage the trim green cabins and the ridges of grey rocks rising among the trees.

This is the setting for one of the most adventurous experiments in Canadian education. Here, leaders are developed by a process of self-evaluation through the medium of athletics. Football, basketball, swimming, folk dancing, track and field events and other optional sports identify, develop and improve their organizing ability, athletic skills, personal integrity, teaching potential and overall capacity for leadership.

As is so often the case in these matters, recognition within Canada has been slow developing. Yet observers are numerous from other countries, and a conference was held in the British Isles last summer at which Mr. Wright presented the basic objectives of his province's camp. This camp should serve as a model for other provinces and educators should be encouraged to visit this project to view the work in progress.

Your Vice-President for Physical Education was invited to attend, as a resource person, a work-shop for Heads of School of Physical Education Departments, the first work-shop of its kind to be organized in Canada. Few provinces have developed to the point where a school will have a head of the physical education department with one or more people under him. This is a comparatively recent development in Ontario, but it is a major one. The Physical Education Branch aware of the problems that such a development caused, organized this work-shop so as to develop effective procedures and policies of administration, organization and supervision of a physical education department.

But this conference at Lake Couchiching was a secondary project. One hundred and twenty boys, selected from the schools of the province were being trained for two weeks in this delightful setting at the same time. During the summer there are four such schools at "Couch", two for girls and two for boys. So 364 secondary schools send 240 boys and 240 girls to undergo a unique training and experience. The selection is carefully made at each school by the principal in consultation with the physical education teacher. The student on returning to school normally helps the physical education teacher in organization and class work.

Uniqueness of Approach

But it is the approach that makes this camp unique. Leadership cannot be taught; it must be experienced. When high school students arrive at camp, they are made to

*Cloyne, Arthur V. — Ontario's Athletic Leadership Camp School Progress Magazine, October-November, 1957.

realize that their primary concern is to develop as individuals, to evaluate their actions as performances. Self-evaluation and group-evaluation is the theme. Improvement of self is the result, but not so much in the skill sense (though this does inevitably occur) but in the much more difficult area of getting along with others. Through continual group action and interaction, these youths learn to appreciate the opinions of others and to accept criticism based on sound opinion. An observer can see behavioural changes for the better through these experiences. The "show-off", the "know-all", the "group bully", the "fence-sitter", the "wall flower", all these meet their match by the continual group action. It is a refreshing experience to see these young people improve so much in such a short space of time. The pity of it is that there are only 480 a year, and that this is not duplicated in other provinces.

Change of Emphasis

The programme has been in operation since 1948, and has changed considerably since that time. Originally the camp produced better badminton players and gymnasts and so on. The programme was really two weeks of skill training. The limitations of this type of work became obvious. The youths returned to their schools advanced in skills, but no more qualified to help the physical education teacher. Now the emphasis is away from skill development to more worthy aims as the development of leadership, organizing ability, a sense of responsibility, cooperation, confidence and personal integrity and teaching potential. Skills are the means and not the end.

Through the excellent leadership of Gordon Wright, the abilities of other people are utilized to develop these worthy aims. The teacher who act as leaders are carefully selected. The tone of the Camp is set by Eric Runacres, Inspector of Schools, who had the opportunity of specialized training at the National Training Laboratory in Group Relations at Bethel and who is Mr. Wright's assistant in Physical Education Branch.

Aid to Teacher Recruitment

Teaching profession is being enriched by the products this camp. Over 4,000 high school students have gone through this camp since 1948, and it is now becoming evident just how many of these individuals are motivated by their experiences to enter the teaching profession, though not particularly in the field of physical education. The project is paying off for education.

How does this evaluation work in actual practice? Well, Johnny may teach a basketball lesson to his group. He will have prepared the lesson himself, using texts at his disposal and asking questions of the leader of his group if he is not sure. After the lesson is over, the group will convene to analyse the lesson; was the voice too loud, was the purpose of the lesson accomplished, was the material covered, could it be done better, how can help Johnny become better than he now is?

Or the group may work on a project like a Camp Swim Meet which it has to run. It will decide on objectives, duties of individuals, publicity, officials and so on. It will run the meet, and then get together and critically evaluate its assignment and make its conclusions. There are ten groups in camp, arranged in cabins, and these groups at the same time will be meeting in sessions to evaluate the work of that group. These are sent to the organizing group and read in conjunction with its own evaluation. Poor organization is soon revealed by the comments of other groups.

Ontario May Be Justifiably Proud

The camp, it is obvious, is operated on far-seeing educational principles. It is a model for education in Canada, something that has to be seen to be fully appreciated. It is a wonderful advertisement for physical education. The benefits that are being reaped are in the form of a more confident and enquiring citizenry, by the development of leadership for the community as a whole, by the experiences that convince these youths they should be educators to allow other youths such opportunities. The Ontario Athletic Leadership Camp may be pointed at by our profession with great pride.

SEE COVER FOR ILLUSTRATIONS

The Influence of International Games on the Physical Education Program

by Robert F. Osborne*
Director, School of Physical Education,
The University of British Columbia,
Vancouver 8, B.C.

Following Canada's participation in almost every international contest, there is usually a certain amount of weeping, sometimes accompanied by wailing about Canada's inadequate showing. Almost every analysis of the alleged deficiency comes to the conclusion that success in the higher branches of competitive sport has a very direct relationship to the encouragement and instruction received by youngsters at a fairly early age, and so the schools are criticized. It seems inevitable that the physical education programs in schools must accept some of the criticism. The fact that this criticism can be justified or refuted depending upon the emphasis attached to the degree of proficiency demanded for Canada's top athletes, does not alter the practical effect.

One facet of the criticism, however, cannot be argued against, and that is the apparent need for a higher standard of general fitness amongst the youth of our country. In this connection physical education teachers, regardless of their interest in the various levels of competitive sport, must assume and indeed must claim a very active interest and a fair share of responsibility.

This last summer two or three developments which, in the opinion of the writer, can have a significant bearing upon certain aspects of physical education in Canada took place.

Pritchard's Report: Approved in Principle

On June 2nd the Vancouver School Board, on the recommendation of a special committeee, approved in principle a report submitted to the School Board by Mr. D. L. Pritchard, Inspector of Schools, following a visit which he made to Europe for the specfic purpose of studying school physical education programs. The Special Committee was charged with responsibility "to study and report on participation by Secondary school students in extra-curricular activities of physicial training in Secondary schools." Its recommendations, however, included definite references to Grades I to XII inclusive. Amongst other things the report stressed:

(a) The importance of giving priority to physicial fitness aspects during the physical education period.

(b) The desirability of making maxium use during school hours of all community swimming pools.

(c) The importance of compulsory games and athletics (track and field).

Permeating all of the above recommendations was significant conclusion that more time must be devoted to physical education in its broadest sense.

The Second Commonwealth Conference

In July, prior to the commencement of the Bristish Empire and Commonwealth Games, the Second Commonwealth conference on Physical Education was held at Barry, Wales. Several Canadians were present and in all probability readers will have the opportunity of reading a detailed report on the Commonwealth Conference. For present purposes, however, it is sufficient to point out that this Conference was made possible by the holding of the International Games, and was the occasion for a great deal of discussion on the role of fitness in the school program.

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* **About the Author**

Mr. Osborne is vice-president of the British Empire and Commonwealth Games Association of Canada, and was general manager of the Canadian Team in the British Empire and Commonwealth Games of 1958 held at Cardiff, Wales.

B.E. Games and School Programs

The Empire and Commonwealth Games themselves were most successful, and are now a matter of record, but some of the measures adopted by the British Empire and Commonwealth Games Federation might not be so well known, and because of their relevancy to the topic of recent discussions, should be recounted herewith. More than 80 individuals, representing 30 different parts of the Commonwealth or Empire, agreed that there should be two basic sports on the program of the British Empire and Commonwealth Games, namely Athletics and Swimming. They further agreed that seven additional sports to complete the program could be selected from the list below by the Host Country in consultation with the Federation: Archery, Badminton, Boxing, Cycling, Fencing, Gymnastics, Lawn Bowls, Rowing, Shooting, Weight Lifting and Wrestling. Four of the sports, Archery, Badminton, Gymnastics, and Shooting, are new additions to the possible program. The emphasis on Swimming and Track and Field, and the inclusion of Badminton and Gymnastics represent a rather radical departure from the previous policy. The writer was particularly interested in this development because he feels that these sports are, or should be, included to some extent in all school programs. A more important aspect, however, is the fact that Athletics, Gymnastics, and Swimming are sports which can and should be developed as very significant parts of the school physical education program from the early years of the Elementary School onwards. It is interesting to note that the Vancouver School Board report places considerable stress on these activities.

A Matter of Proper Training

Another change in the Games' regulations which might interest readers is the enlargement of the Athletics program to include the Steeplechase for men and the 880 Yards run for women. The principle of including the latter event in track meets in Canada will have to be decided by the National Track and Field Committee of the Amateur Athletic Union of Canada, but I am confident that Committee Members in the various Branches would welcome expressions of opinion from CAHPER groups or individuals. Incidentally, the meeting which approved the inclusion of this event, was chaired by the eminent physician, Sir Arthur Porritt, and included physical educationists from various parts of the world. Several ladies were present and voiced favourable opinions although they were not official delegates. The writer discussed this matter with several interested and informed persons and subsequently interviewed some of England's most outstanding women half-milers immediately after the conclusion of a race in White City Stadium. Invariably the opinion was voiced that, as with almost all other competitive events, whether for men or women, the significant factor was proper training.

The foregoing developments indicate the regard which most countries have for athletics and swimming. These two sports, along with gymnastics, particularly with reference to its fundamental aspects for youngsters, should receive greater stress in all school programs. This observation is made not because of any possible improvement in Canada's showing in international competition, but because it is essential that we make every reasonable effort to improve the level of fitness of Canadian children. To achieve this goal, we must be prepared to risk the hazards of "sweat, toil, and tears" to produce more activity and less talk in our school programs.

CAHPER CARD SYSTEM

In future new members will be required to complete **four cards** which will be distributed as follows:

Card No. 1: Retained by branch membership chairman.

Card No. 4: Retained by member (includes receipt and membership card)

Cards No. 2 & 3: Forwarded to National Membership Chairman.

CANADIAN EDUCATION CONFERENCE*

Chateau Laurier, Ottawa
February 16 - 20, 1958

Some of the Resolutions passed at the Plenary Session, February 20, 1958 were as follows:

1. Student Aid

WHEREAS the speedy implementation of a more comprehensive, more uniform, and much enlarged student-aid program under provincial or university jurisdiction is urgently needed;

BE IT RESOLVED that this Conference urge upon the provincial anl federal governments and industrial, business and other institutions, the provision of funds for an adequate student-aid program.

2. National Research Advisory Committee

WHEREAS the universities, if they are to discharge their national obligations, must have greatly increased financial support for basic scientific research and related post-graduate training;

BE IT RESOLVED that this Conference recommend to the Privy Council of Canada that it appoint a national committee to include, among others, representatives of the physical, engineering, and life sciences who are familiar with the basic research requirements of Canadian universities, to examine the following:

(a) the development of a national policy for the promotion of basic research,

(b) the means by which this research, particularly in the universities, can be more adequately supported.

3. Research in Social Sciences

Be IT RESOLVED that this Conference go on record as expressing its interest in and concern for the development of an adequate research program in the social sciences, humanities and law, and that the Canada Council be urged to provide sufficient funds for this purpose.

4. University Institutes of Research

WHEREAS there is an urgent need for the encouragement of basic research, and for the training of potential university staff through programs of post-graduate study;

BE IT RESOLVED that Canadian universities consider the feasibility of forming "Institutes of Research" in the universities to be supported wholly or in part by federal government grants.

5. Basis for Federal Grants to Universities

BE IT RESOLVED that representations be made to the appropriate authority to the end that annual federal grants to universities and colleges be made on a more realistic and equitable basis to take into account the increasing proportion of student enrolment to the total population and to the rising cost per student.

6. Handicapped Children

BE IT RESOLVED:

(a) that all handicapped children be provided with the opportunity to develop their capacities to the maximum, and

(b) that provincial governments throughout Canada be urged to provide adequate facilities for research, education, employment training and placement services for those in this category, and further,

(c) that provincial governments in cooperation with appropriate municipal and voluntary agencies establish a continuing registry of such handicapped children to assure the fullest use of facilities available to them.

(To be continued in next issue)

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* **Editor's Note:** The many resolutions of direct interest to the well-being of the related fields of health, physical education and recreation which were passed at the 1958 Canadian Conference on Education suggests that they should be kept constantly in the public eye until they are not only considered desirable but are demanded by the general public.

To this end twenty-eight of these resolutions will appear in this and succeeding issues so that branch executives and individuals may utilize their content in briefs and speeches etc. There appears to be as many resolutions of interest to recreation leaders as there are for health and physical educators.

Volleyball Skill Drills

by HELEN ECKERT* B.Ed,, M.Ed.
University of British Columbia
Vancouver, B. C.

When we select skill drills we usually have two thoughts in mind: (1) how to include the maximum number of students in action at any given time utilizing the number of balls available and (2) how to keep all students under constant surveillance. The latter factor tends to disappear as the students acquire enough skill to enjoy the activity and the former should not be accepted until a concerted effort has been made to secure any type of ball that is reasonably similar to a volleyball in size and weight.

Three Drill Formations

There are three drill formations suited to the skill of volleying that may be used with varying player-ball ratios and, in the opinion of the writer, they offer an opportunity for developing skill progression in volleying. They are:

(1) **Shuttle formation** — Two files facing each other. The volleying is started by the head student in file A who volleys to the head student in file B then follows the ball but continues to the end of file B. The head student of file B returns the volley to the new leader of file A and goes to the end of file A. Moving students pass to the right of the files. The volleying may continue through any number of trials by a student or any number of successfully completed volleys as designated by the teacher.

(2) **Double line formation** — Two lines facing each other. Ball is volleyed back and forth in a diagonal manner from students in line A to students in line B.

(3) **Circle formation** — All stulents facing the center of the circle. The ball is volleyed from one student to the immediately adjacent student on either the right or left side as specified.

Two Advantages of Shuttle Formation

The shuttle formation has two distinct advantages for beginners; namely, (1) in moving into position, the very act of movement tends to keep students more alert and dissipate the 'bottled-up' energy of the more boisterous. (2) As the students move towards the ball, they are more likely to automatically assume a ready position for playing the ball; namely, body in a semi-crouch position with knees bent and weight on the balls of the feet. This second point is most important in teaching beginners as we tend to give them an overdose of things to remember when they are learning a skill rather than presenting a few basic essentials and then placing the beginner in a drill situation which will ensure maximum ease of performance.

Demands Greater Accuracy

The double line formation demands a greater degree of placement accuracy on the part of the student volleying the ball as the receiver is stationary. If the group is large, the inactivity of those awaiting their turn soon results in boredoom. The circle formation with volleys being sent to students across the circle is of an equal skill level but tends to decrease inattention as the ball is easily visible at all times. However, if the group is too large, the distance across the circle becomes too great and students will revert to a flat volley in an effort to cover the distance rather than striving for a high volley.

The circle formation with the volley going to the adjacent student on the right requires adjustment in the direction of the volley as well as in the distance to secure accuracy of placement and, in this respect, stimulates the role of the set-up player who is setting for a right-handed spiker. If an adequate supply of balls is available, groups of four in a square formation provide a drill duplicating the set most closely.

Developing the High Volley

A pass from one player to another

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* Miss Eckert, before joining the physical education staff of the University of British Columbia, taught high school in Regina and Edmonton. Miss Eckert holds Bachelor's and Master's degrees from the University of Alberta and has done further post graduate work at the University of Wisconsin.

should be in the form of a high volley in that it has two distinct advantages; namely,

(1) It allows time for the next player to adjust position.

(2) It proviles maximum opportunity for the next player to play ball with the fingertips as this is the first part of the up-stretched hands to contact the ball.

However, the concept of height seems to be a difficult one to impart to beginners even if they have been thoroughly indoctrinated with its necessity.

The writer has found that volleying over a rope provides a height objective that promotes faster mastery of the high volley. The writer is also aware of the reluctance of school boards to have the walls of gymnasia punctured for the casual attachment of ropes. Therefore, the suggestion is made that a rope tied to basketball hoops provides an adequate height for junior high school students while one looped over the top of basketball backboards and tied to the supports provides a suitable height for high school students.

It is very simple to use a rope with the shuttle and double line volleying skill drills; however, the angled set requires some adjustment. A drill can be organized with a minium of two students but a third tends to speed up the procedure by recovering the ball more quickly. Students A and B take positions parallel to the rope such that A is at least 6 feet from B and B is 2 feet from the rope with her right side to the rope. To the right of B and with the short side parallel and underneath the rope is a rectangle approximately 2 feet by 4 feet. This rectangle corresponds to the effective spiking area for a spiker adjacent to the set-up player. Student A volleys the ball to B who sets it up in such a manner that it passes over the rope and lands in the rectangle.

The writer fully realizes that the foregoing setting drill is not suitable for large groups but suggests that, if the ball supply is inadequate or space is limited, it could be used by one platoon while the majority are engaged in other skill drills. This setting drill is also suitable for testing purposes where it has the advantages of being easily and reliably administered by students.

GRADUATE RESEARCH BY ALBERTANS*

Compiled by

Arthur W. E. Eriksson, M.Sc.,
Assoc. Professor of Physical Education
University of Alberta

The following list of theses titles is presented here in order to encourage Canadians scholars in the fields of health, physical education, recreation, group work and adult education to exchange information through the CAHPER Journal on what research has been done in various provinces in Canada. As a start the following studies by Albertans are listed here:

Baily, Warren Stevenson and Lorell Ellwood Patmore., — **An evaluation of a course in constructive medicine offered at the Summer Session 1947 by the Edmonton rural health unit,** Unpublished M.Ed. Thesis, University of Alberta, 1948.

Eckert, Helen Margaret, — **The development of organized recreation and physical education in Alberta,** Unpublished M.Ed. Thesis, University of Alberta, 1953.

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*Editor's Note:

Individuals and branches are encouraged to compile and submit similar lists to Professor Eriksson for future publication in the Journal. If this suggestion is followed up several advantages may develop for the benefit of these kindred fields as a whole and for the CAHPER organization in particular. For example the following reasons seem to justify the worthiness of such a project:

(1) Research topics may be selected in future by Canadian scholars from problem areas where there are distinct gaps in our knowledge of the Canadian situation. Moreover research maybe directed at needs that are of more immediate significance to Canada and Canadians than perhaps they have been in the past.

(2) With such regular features, the Journal may be of more significance to Canadian and American universities offering graduate work and therefore there is more likelihood that their respective libraries will subscribe regularly for the magazine. Such subscriptions would help to maintain communication with Canadians doing graduate work in the U.S.A. With job opportunities announced regularly in the Journal, perhaps more of our better qualified Canadians will be encouraged to return to Canada.

Eriksson, Arthur W. E., — **A survey of physical education and health in representative one-room schools of Alberta,** Unpublished M.S. Thesis, University of Washington, 1943.

Gish, Harold Bruce, — **A survey of school health services in Alberta, 150-51,** Unpublished M. Ed. Thesis, University of Alberta, 1952.

Hughes, Richard — **A survey of physical education programs in the secondary schools of Greater Victoria, British Columbia area,** Unpublished M.Sc. Thesis, University of Washington, 1946.

Grierson, Kenneth Miller — **An evaluation the physical education facilities and programs in secondary schools of Alberta,** Unpublished M. Ed. Thesis, University of Alberta, 1955.

Jonason, Jonas Christian — **A survey of school grounds, school plant and teacherage conditions in 80 schools situated in Central and Northern Alberta,** Unpublished M.A. Thesis, University of Alberta, 1940.

Kibblewhite, Edward James — **Mental hygiene clinics in Alberta, with a study of selected clinic cases of school age,** Unpublished B.Ed. Thesis, University of Alberta, 1937.

McLachlin, Herbert J. — **A survey of the physical education curriculums, facilities and administrative organizations in the senior high schools in the cities of the Province of Alberta, Canada,** Unpublished M.Sc. Thesis, University of Washington, 1952.

McAllister, J. W. — **The rural school as a community centre: A discussion dealing with the assimilation of new Canadians in Western Canada.** Unpublished M. Sc. in Ag. Thesis, 1925.

Panton, James — **A survey of men's intramural programs in universities and secondary schools in Manitoba. Saskatchewan, Alberta and British Columbia and a suggested plan for organization in secondary schools,** Unpublished M. Sc. Thesis, University of Washington, 1948.

Perry, Jack — **A proposed program of physical education for boys in Alberta junior high schools,** Unpublished M.Ed. Thesis, University of Alberta 1953.

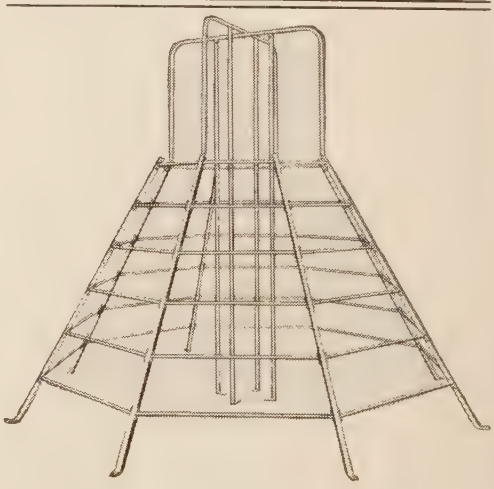
Read, Edwin Albert — **A comparative study of sex education in the schools of Great Britain and the United States,** Unpublished M. Ed. Thesis, University of Alberta, 1949.

Rudko, Metro William — **Noon-hour supervision in Alberta Schools in which part of the pupils are conveyed,** Unpublished M.Ed. Thesis, University of Alberta, 1957

Van Vliet, Maurice Lewis — **A guide to administrative policies for physical education in Canadian public schools, grades one through nine,** Unpublished Dr. of Ed. Thesis, University of California, Los Angles, 1950.

Smith, William Donald — **A study of the development of the physical education branch, Department of Education, Province of Ontario, Canada,** Unpublished Dr. of Ed. University of Buffalo, 1957.

Watkin, J — **Extra-curricular activities in Alberta high schools.** Unpublished M.A. Thesis, University of Alberta, 1938.



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Current and Continuing Problems in PHYSICAL EDUCATION*

by W. F. R. KENNEDY, B.P.H.E., M.A., E.D.,
Director of the School of Physical Education, Recreation and Athletics
University of Manitoba, Winnipeg, Manitoba

The purpose of this short talk this morning is to interest, to stimulate and enlist your support in a crusade—not in a military sense, or that of Robin the Hood, but as an organized remedial enterprise in which we engage with both zeal and enthusiasm.

The present status of physical education —now pregnant with possibilities—indicates that the time is ripe for such an enterprise. Continuing problems in this aspect of the curriculum and within the profession itself it would appear, must be the result at best, of a lack of complete understanding of physical education as a method teaching and learning. In some quarters this environment might be described as a complete lack of understanding.

We must admit doubt as to whether physical education has kept pace with advances in education resulting from critical changes in educational thought and practice. As professional people, we canot afford to delay any longer a rigorous offensive action — this crusade — designed to help students, educators, and laymen understand what physical education including competitive sports is; what its contributions are, and its role in our society. This crusade can only be termed successful if it results in a way of life rather than the passive, permissive legislation of today.

Physical Education, of course, in some form or other has been in Manitoba schools for a considerable period of time. It would be interesting to trace this development and to note the recurring criticisms of physical education as a fad and frill, the problems of competitive sports, the need for teachers, the changes in the curriculum and the resurgence of popular support by the general public.

I have not taken the time or trouble to develop such a historical record. I would recommend such a study to any of you who might be in the market for a thesis!

The Influence of the Lord Strathcona Trust

Physical Education in Manitoba schools officially began with the acceptance in 1911 of the terms of the Lord Strathcona Trust. In that this agreement between Departments of Education and the Federal Government has been intimately related to school programmes, it provides a simplified overview of almost fifty years. It may also serve as a means of segregating and introducing problems both current and continuing.

Briefly, the agreement proposed that provincial educational authorities enforce more generally regulations respecting physical training in the schools, to adopt a system (curriculum) and, to require all teachers to obtain certificates of competency to instruct in physical training. The Department of Militia agreed to provide competent instructors and conduct necessary examinations, in addition to providing a grant of money based on public school enrollments. In Manitoba the grant has been something over $1,000 with 50 per cent allotted to physical education, 35 per cent to cadet corps and 15 per cent for rifle shooting.

In Manitoba, money, shields, sports equipment and vouchers have been made available to inspectorates to stimulate and reward physical education in schools. These plans have met with varying degrees of success. Schools failed to forward vouchers for equipment. More recently shields have been withdrawn from competition. Throughout, it is evident that physical education did not take advantage of the

* **Editor's Note:** This article is the text of an address delivered by Dr. Kennedy to the CAHPER Section of the Manitoba Education Association at its Easter Convention 1957.

Trust. Although in 1921 the executive committee amended the terms of the Trust to permit local committees to expend funds in such proportions as they thought best, no change was made in this province. Of recent years money has accumulated for want of an acceptable means of spending the money in the best interests of all public school children. At no time has a physical educator been an official member of the local committee. I can also assure you that the chairman of the local committee would welcome proposals to benefit physical education in the province. As you may know, other provinces do have physical education representation. Larger proportions of the grant are allotted to physical education and far reaching projects have been organized. Of particular note have been the number of scholarships awarded to teachers so that they may improve their competencies as physical education teachers.

The Changing Curriculum

Naturally the curriculum posed a problem. The earliest syllabus included a series of formal exercises arranged in tables and taught by prescribed commands; and provided the basis of the curriculum in all Normal Schools. The addition of athletics and social activities depended on the abilities and views of individual instructors. Sixty hours' instruction was given for the Grade "B" certificate and efforts were made for summer classes as early as 1914. A changed conception of physical training publized by the British board of Education in the post-war period and increased realization of the contributions of physical education through a variety of games, sports, and recreational activities made necessary changes in teacher preparation. Gradually the militia withdrew from instruction and inspection, and curricula based on modern concepts were authorized.

Throughout, leadership has been a problem. A one-time suggestion that school inspectors take courses in order to demonstrate for the benefit of their teachers was rejected.

Three Broad Problem Areas

Three broad problem areas then come into focus: (1) the acceptance of physical education as an integral part of the school curriculum; (2) a functional programme of instruction and experience, (3) leadership including recruitment, preparation, and supervision. Continually, there are indications that physical education is misunderstood, misrepresented and given at best passive rather than positive acceptance. There are schools in Metropolitan Winnipeg where there is no organized physical education. Neither do I need to mention the lack of supervision at provincial level. The programme as a whole is often taken as extra-curricular rather than co-curricular. Seldom does physical education cut across and through a normal day's work and yet this programme is the first to be penalized and space given over to anything from opera to elections. Marking physical education, although it may be a problem of our own making and one which may long be debated, is given scant attention. Class time continues at best to be limited to two periods a week. With physical fitness a major problem for our youth, the inability to organize to counteract the modern menace of sedentary living is a mark against our culture. With all the demands on the present school year it seems quite apparent that time allotted for instruction in physical education canot be materially increased. **If physical education then is to gain rather than lose stature among its educational peers, there are at least three things that can be done:**

1. A concentrated effort to claim for physical education some of the free time of the student.

2. Provide for broader opportunities for participation.

3. Enlist all the resources of the community and counsel and assist students to affiliate with on-going community programmes of physical recreation.

How functional are these programmes? Our most important natural resource is the youth of the nation. Is it then economy to start from the top and delay emphasis on physical education to near-adolescent years? Is it economy, in terms of the greatest good for all to permit emphasis at the wrong end of the scale both in terms of chronological age and skill?

Branch Agenda Items:

GUIDE LINES FOR ACTION

- Nomination Procedures for 1959-61 Term
- Proposed Constitutional Changes
- Convention Developments

1959 - 61 ELECTION CONSIDERATIONS

Outlined by

Lorne E. Brown, Chairman
CAHPER Nominating Committee
College of Education
University of British Columbia
Vancouver 8, B. C.

AN URGENT MESSAGE TO THE CAHPER MEMBERSHIP

As the walrus said, the time has come for us to select the people we want to guide the affairs of the Association for the coming term. Candidates for the following positions are required:

President
Vice-President, Health Education
Vice-President, Physical Education
Vice-President, Recreation
Treasurer
Executive Secretary
Chairman - Publications Committee
Chairman - Membership Committee
Chairman - Affiliations Committee
Chairman - Honour Awards Committee
Chairman - Speaker's Bureau
Field Secretary

Needed: Serious Branch Consideration

The constitution requires that a slate of officers be submitted to the membership **four** months prior to the Convention date. All branches and individuals should give this matter serious consideration and submit names by January 1, 1959. A preliminary slate will then be circulated with a request for additional names. The revised and final slate will then be circulated for balloting about April 1, 1959.

Any individual or branch may submit the name or names of candidates. The only provision is that a candidate give permission for his name to be submitted and that he be in good standing as an **active** paid up member.

An urgent request is made to all branch presidents to discuss this matter as early as possible so that time will be permitted to circulate names and biographical data to the total membership early in the new year.

The Nominating Committee has been named as follows:

Chairman — Lorne E. Brown
Associate Professor
College of Education
University of B.C.

Members — Miss Nancy Cannon
c/o YWCA
1355 Dorchester St. W.
Montreal 36, P.Q.

Mr. John Meagher
Director
Division of Physical Education
Dept. of Education,
University of N. B.
Fredricton, N.B.

(Continued on Page 38)

Do we sponsor instruction that has a direct and immediate carry-over to the laboratory provided through the services of community recreation? What of education? Do we not need to now produce and sell a package "deal" — a package which includes the necessary amounts of instruction for all, broad opportunities for supervised recreation — and for the more proficient — school-centred athletic competitions — the contributions of which may be clearly and unmistakably documented.

The Crux: Leadership

Finally, the problem area of leadership may be summed up as a need for **more** and **better.** Do we not now need to think of recruitment that may begin at the elementary level through the medium of interests and skills and the method of student leaders' corps. Serious recruitment can at least begin at the junior level. What assistance can be given likely students? What is needed in terms of time and content in **what** teacher preparation courses? Can you think of any other aspect of education that has not been up-graded in the last 45 years. I need only point out that in 1914 the Strathcona "B" certificate called for an examination on 60 hours' instruction. The situation has not materially improved.

The place of Physical Education, a functional programme in terms of present needs; leadership: these then are current and continuing problems—objectives which must be reached in this crusade to provide a more abundant life for our children, youth and adults.

There are indications that now is the time for a successful campaign. Facilities and programmes have developed in urban centres. A most encouraging trend has been the provision of professional supervisors in **some** of the suburban areas.

Royal Commission in Manitoba

Exciting, too, is the fact that the government has now authorized a study of the problems of physical education and recreation in the province. This project will require the help of all of us. It is an opportunity of our professional lifetime. The results depend on all of us. It can be a soothing but fruitless interval for those who are deeply concerned with physical education and recreation opportunities for our children. It can be an exciting and progressive time in which all agencies of public education both local, provincial and federal (including the Strathcona Trust) are mobilized to improve physical education in all its aspects.

I can only conclude with a very literal interpretation of the battle cry of the Crusades. It could well have been—LET'S GO, TEAM!

The SQRRR Method Of Systematic Study*

Inexperienced students cover a wide range in their interpretations of the process of study. For many students attention in class, notes, and a frantic initial reading of all assigned textbook material before a test is "study"; reading the text is "study"; laborious reading and rereading of the text is "study"; painfully memorizing facts (major, minor, and insignificant, all items on a par) is "study"; agonizing over an assignment with no constructive work accomplished is "study."

Students acquire study techniques from room-mates, friends and instructors. The instructor is presumably the best source of assistance, since by his experience and knowledege of the purpose of the course he knows the methods best suited to the mastery of **that particular course.** However, large numbers of intelligent persons continue to flounder through courses which ought to be pleasant, stimulating experiences because they persist in believing they have studied when they have only read. This can be disastrous if the student also happens to be a poor reader.

* **Editor's Note:** One of the aims of CAHPER's is to help members grow in skill competence. Perhaps the development of skillful study habits is the first skill which should be mastered. In any case, with the large numbers of student members in the association and with a number of leaders who are taking in-service correspondence courses, the inclusion in this issue of this article on systematic study seems to be appropriate.

There is a method of attack on textbook assignments which works for most people. In a measure the inquisitive, aggressive attitude and the mental processes of the eager student are created. The method is not a recent invention, good students have used variations of it for years; it has appeared piecemeal and intact in many pamphlets and guides to study. Followed carefully and persistently, the routine becomes habitual and easy. As skill increases, the process grows easier and faster until it approaches the concentration and the complicated mental processes of the expert **who seems merely to read.** This method has been called by F. P. Robinson of Ohio State University the **SQRRR** method.

The SQRRR System

Study involves gaining familiarity with the principal ideas presented and the pertinent details or arguments which support them. Study requires familiarity with the new vocabulary introduced and ease in using it. Study requires recognition of the relatedness of the principal ideas to one another and the unity of the whole chapter. Above all, study demands the use of the new ideas. This use comes in answering the thought provoking questions which may come at the end of the chapter, or in class discussions, or in periodic reviews. **The SQRRR system** shows how these requirements of study can be satisfied. The letters are the initials of five important verbs: **survey, question, read, recall and review.**

Survey

At the beginning of a course, the instructor usually demonstrates the structure of the textbook, pointing out the order of its development, its purpose and slant, and the manner in which it fits into the course. In similar fashion the SQRRR method of study demands a careful survey of the content of an assigned chapter. The purpose is to secure a picture of the chapter as a whole, its orderly development, and its relationship to the whole text.

(1) Fix the name of the chapter in your mind. It is the name of the idea you are supposed to get from the chapter.

(2) Pay careful attention to the introduction of the chapter. Ordinarily its purpose is to supply sufficient background for recognizing the purpose of the chapter. Secondly, it may state specifically the method of development the author intends to follow. Both are important in grasping the chapter as a whole.

Fortunately most textbooks are divided into sections, each headed by a title in larger and heavier type. This is the name of the idea to be presented and **the author thinks it is important.** Occasionally there may be subordinate headings under the larger one or in the margin of the page. These are usually the names of important details which prove or develop the larger idea.

(3) Go through the chapter heading by heading; they will form a topical outline. This will provide help for those who say, "I never know what is important, I don't know where to put the emphasis." The author has named them for you.

(4) If there is a summary at the end of the chapter, read it carefully to see which ideas the author restates for special emphasis or what general conclusion he comes to which may be the statement of the main idea of the chapter.

Question

(1) Turn back to the beginning of the chapter. Change the name of the chapter into a question. For example: If the name of a chapter in a government textbook is "The Judiciary" your question could be "What is the Judiciary and what part does it play in our government?" That is what you are able to discuss fully when you finish your study of the chapter.

(2) Reread the introduction to the chapter. It will have more meaning for you now and you can see more clearly its purpose.

(3) Make a question out of the first major subheading. For example: The first heading in our chapter on the Judiciary may be "Constitutional Courts." The question could be, "What are Constitutional Courts and how they function in our Judiciary?" Perhaps there is a marginal note. In our example make a question out of the marginal note, "Need for Constitutional Courts." It could be, "Do we need Constitutional Courts?" Thus, there are too questions for which we must find the

answers before we can answer the original question, "What are Constitutional Courts and what part do they play in our Judiciary?"

It helps fix the question in your mind if you write it down. You are ready to ask the author a question and are likely to pay attention to him when he answers as you read.

Read

Holding the question clearly in mind, read the section of the chapter which develops and answers the question. There is now clearly a defined purpose for reading—to find the answer to the question and the reason why the author believes it to be true. Now you can read inquisitively and with the aggressiveness of interest. You can work with precision and directness because you know what you are trying to find. You will gain skill in thinking as you read and in recognizing the answer and its supporting argument.

Recall

(1) Close your book.

(2) Recall the answer to the question which you made before you began to read. Answer fully and be sure to include the reasons why the author believes the answer is true. It may be necessary to revise your original question after the reading to include any **where's** and **when's** or **how's** and **why's** that have appeared. The key to success lies in recalling the answer, not copying it. The safest way is to write it down in the form of an outline, a short paragraph, a chart, diagram, or formula.

(3) Check your answer by referring to the book — rereading or skimming to locate and verify your points. Correct and add to your answer when necessary.

The written recall is a guard against a **careless assumption** that the answer can be recalled. Many students are satisfied with the **feeling** of understanding the answer and never get around to **testing their own accuracy.**

The recall is practiced as frequently as the nature of the text material and the demands of the instructor require. The written recall, in physical appearance, results in an outline of the material, but has required mental activities far beyond the usual eye-hand activity exercised in **copying** text material in outline form.

It is true that the recalled answer will be no better than the student's skill in reading allows. But, persistence in performing this exacting task increases the reading skill and results in a generally improved performance.

Repeat the Question-Read-Recall process for the successive headings in the chapter.

Review

One of the purposes of the Survey is to achieve chapter unity. Few undergraduates can gulp down a whole chapter as a unit. The **Question-Read-Recall** process divides the chapter into sections which can be assimilated separately and in order by the student. The **Review** puts it back together again. In the review you are answering your big chapter-title-question — in our example, "What is the Judiciary and what part does it play in our government?"

(1) To Review, recall rapidly the answers to the whole series of questions answered by the chapter. The purpose is to recapture the original Survey unity and is an exercise in delayed recall in contrast to the immediate recall of the Question-Read-Recal process. You have your notes and the book for quick reference in case your memory fails in some points.

The natural objection to the SQRRR is that it is slow. It is slower than the process of a single reading. It may be slower than two readings of the same material. But, it is a solution to the problem proposed by the time worn advice, "Well, you'll just have to work harder."

GUIDE LINES FOR ACTION . . .

(Continued from Page 35)

Mr. Barry Stewart,
Recreation Co-ordinator,
Fisher Park Community Council,
Ottawa, Ont.

Mr. Ivor Wynne,
Director of Physical Education
and Athletics,
McMasters University,
Hamilton, Ontario.

Western Recreation Conference Crystallizes Opinion

by

Elsie M. McFarland,

CAHPER Vice-President for Recreation,

425 Legislative Bldg., Edmonton

The town of Banff was the setting on October 18th, for an event which many of us in the west have hoped for during the past three years. Ninty-two recreation delegates, representing the province of Manitoba, Saskatcewan and Alberta met in conference.

Wally Stinson headed a contingent of thirty Saskatchewan people, **Mr. and Mrs. Charlie Barbour** represented Manitoba while **Dr. E. J. "Curly" Tyler** of that province was our keynote speaker. Members of the British Columbia recreation association were unable to be present. We hope they will be with us for the next one.

In "typical Alberta sushine" with just a little snow on the mountains to add atmosphere, we discussed common problems.

Members of CAHPER will be particularly interested in a discussion which centred on National organizations in the field of Recreation. The atmosphere of the meeting was most congenial with all present indicating a real desire to make some arrangements that would enable a greater number of recreational personnel to meet together at the national level. **Maury Van Vliet** was present to speak for CAHPER. **Jack Staples** of Regina, secretary for the Parks and Recreation association of Canada outlined the purposes of that organization, and in the absence of a representative, **Bert Pettigrew** of Edmonton spoke of the efforts being made by the recreation section, Canadian Welfare Council. Following these introductory remarks, separate organizations were forgotton in an effort to think about what might be best for the people involved. To me, this attitude indicated real progress.

It was generally agreed that there was a need for both the Parks and Recreation Association and CAHPER — the first to serve municipal needs, the second the professional needs of the individual. The majority of these present indicated that they would support both organizations.

The problem, of course, is that recreation people cannot travel across Canada twice in one year to attend two separate conventions. The Western conference therefore passed the following resolution.

"This conference of 92 recreation delegates from Manitoba, Saskatchewan and Alberta urgently requests the executives of the Parks and Recreation Association of Canada and the Canadian Association for Health, Physical Education and Recreation to arrange to hold their conventions at the same time and place every second year and that arrangements along these lines be made for 1960".

It is our hope that CAHPER groups and other recreation groups across Canada will support this resolution and that they will indicate their support by writing to **Dr. Van Vliet,** School of Physical Education, University of Alberta, and to **Mr. Tommy Thompson** President, Parks and Recreation Association of Canada, 681 Bayview Avenue, Toronto, Ontario.

The suggestion for a combined meeting in 1960 was made because the Parks and Recreation Association has already named London, Ontario as the site for its 1960 convention and Edmonton, Alberta for 1961. If the usual CAHPER pattern is followed our next convention would be in the east in 1961—Can we move it up a year?

The idea of having the two associations meet together is not new. It was discussed at the annual convention of the Parks and Rcreation association in September and the executive of that association has already appointed **Alf Dulude** of Ottawa to chair a committee that will look into ways and means. So the ball is rolling, let's keep it rolling by urging immediate action on the part of both organizations.

PROPOSED CONSTITUTIONAL CHANGES*

by Maxwell L. Howell, Dip Phys. Ed., B.A., M.A., Ed.D.
Chairman, Constitution Committee
Vice President of P. E., CAHPER
University of British Columbia

The present consitution has been gone over with "a fine tooth comb" and certain revisions are presented for your discussion in branches and eventually for your acceptance or rejection. There are many minor changes to be proposed but the major changes only (and the reasons for them) are included hereunder:

1. **ARTICLE 7** — "Associate members are those persons not professionally engaged in one or more of the related fields of Health, Physical Education and Recreation."

   Explanation — These members will not have voting privileges, but this will allow for physical education women, for example, who are married, or individuals who are no longer in Physical Edution work but who are interested in our profession to continue their membership.

2. **ARTICLE 13** — "Membership in the Association may be obtained through the Branches in areas where such exist, applications can be sent directly to the national treasurer of the association."

   Explanation — Previously the fees were sent to the Chairman of Membership, who referred them to the Treasurer and to the Chairman of Publications and then the individual received his Journal. Now the plan is to have the Treasurer and Chairman of Publications from the same area, so human error is reduced and theoretically the Journal may reach the new member more rapidly. This may be seen by analysing Section 58.

3. **ARTICLE 58** — "A nomination for Chairman of Publication must be accompanied by a nomination of Treasurer and these will be voted upon by the membership as a slate. Both candidates should be from the .same geographic area. Single nominations for each of these positions will only be acceptable if dual nominations be not forthcoming."

   This would mean that the duties of the Membership Chairman and his Committee have undergone some change. This is covered in Article 62(a).

4. **ARTICLE 62(a)** — "Membership Committee is responsible for the recruitment of members and the organization of branches."

5. **Add to ARTICLE 49** — "The Treasurer shall receive all membership fees and be responsible for the disbursement of membership certificates and cards.

6. **ARTICLE 16** — "Membership in the Association will commence from the date the national treasurer receives the fees and will terminate twelve months hence, except in the case of honorary and life membership."

   Explanation — In the experience of most branches most memberships are gathered about November and are still being collected at the end of the year. Individuals who join late miss some Journals for the year. It has been suggested that this method, which requires a considerable change in our billing and business procedure, will retain more members.

7. **ARTICLE 18** — "The fees of the Association shall be:
   a. A Branch fee of $10.00 shall be paid to the treasurer of the Association by the Branch prior to December 1st of each year.
   b. The individual active membership shall be $8.00 per annum.
   c. The individual associate membership shall be $6.00 per annum.
   d. The student membership shall be $2.00 per annum.
   e. A member may become a life member upon the payment of the sum

*Editor's Note — Branches are encouraged to express their point of view on this subject and others in the **Letters** column of the Journal.

of $150.00 in not less than ten consecutive annual installments of $15.00 each or upon the payment of a single sum of $120.00.

f. Libraries and reading clubs, agencies, associations or institutions may secure a Journal subscription for $8.00 per annum.

Explanation — These changes have been deemed necessary because of the printed Journal and the increased expenses that resulted. Formerly the fees were: a. $10.00, b. $5.00, c. no type of membership, d. $1.00, e. $100.00, and f. not mentioned.

8. **Add to ARTICLE 32** — (Re Board of Directors — ". . . President-Elect . . . . . Chairman of the Constitution Committee. . . . Chairman of the College Committee and Chairman of the Finance Committee" These have also been added to Article 43 as well as officers of the Association.

Explanation — It was felt that a new President was not being adequately prepared for the position and many times allowed to let his name stand at the last minute. With this suggestion he would study the position for two years. The need for a continuing study of the Constitution is evident from its work and the complexities it encountered in the past 16 months. The Chairman of the College Committee could bring the problems of college personnel into focus, similar to the U.S. College Physical Education Association. The Chairman of the Finance Committee has been deemed necessary through the change in scope of our Journal. Neither the Chairman of Publications nor the Editor have the time due to the complexities of their positions to seek advertising monies. The scope of these committees is likewise defined.

9. **ARTICLE 62(e)** — "Constitution Committee. This committee is responsible for a continuous evaluation of the constitution of the Association and will recommend amendments to the Representative Council."

10. **ARTICLE 62(f)** — "College Committee. This committee is responsible for a continuing analysis of the problems confronting university and college physical education pedsonnel and departments. This committee is also responsible for recommending to the Representative Council a programme for college and university personnel at the Biennial Convention."

11. **ARTICLE 62(g)** — "Finance Committee. This committee is responsible for raising funds for the Association. In particular this committee is responsible for obtaining paid advertising for publications of the Association."

12. **ARTICLE 55** — "A nomination for President must be accompanied by a nomination of Executive Secretary and these will be voted upon by the membership as a slate. Both candidates should be from the same geographical area. Single nominations for each of these position will not be acceptable."

Explanation — The present situation has the President Dr. Van Vliet, in Edmonton, and the Executive Secretary, Freda Wales, in Halifax. Dr. Van Vliet's secretary has to contact the Executive Secretary if work is to be done. Anything urgent has to be done through the President, by necessity, thus by-passing the Executive Secretary.

13.. **ARTICLE 63** — "Divisional Committees shall consist of not less than three and not more than fifteen members. A majority of the members appointed shall constitute a quorum. Divisionals committees may be struck by the Vice-president concerned, with the approval of the President. Such committeees should be set up on the basis of need."

Explanation — The present constitution has some 20 committees which theoretically should be formed, but which in past years have almost all been inoperative.

There, then, are the major constitutional changes. There are probably another fifty minor changes, but there are to simplify the constitution, modernize it and reduce the repetition that was apparent, which has been done without changing the intent.

Convention Developments

by Miss Patricia Austin
University of Alberta

The Edmonton Men's and Women's Branches of CAHPER have been actively involved with plans for the forth-coming Convention. Readers will be interested to know what has transpired in the past few months concerning the Convention.

The Convention will be held in Edmonton on the University Campus, June 22 to 26 inclusive. Attractive and comfortable accommodation will be available to delegates in the University residences at a very nominal rate. Hotels and motels will be reserved for those preferring this type of accommodation.

Within the next few weeks an excellent film, "The Edmonton Story" will be circulated to Branches throughout Canada. It is hoped that this film will be shown at regular Branch meetings as part of the program. Branch executives will be contacted individually concerning the dates the film will be available to them.

Dr. Pattric Ruth O'Keefe, Director, Health and Physical Education, Public Schools, Kansas City, Missouri, and presently President of the American Association of Health, Physical Education and Recreation will be on hand for the June Convention. We are thrilled at the prospect of her attendance and know that delegates will gain much from her wealth of professional experience in Health and Physical Education. Other visiting "firemen" are being invited to attend the Convention and it is hoped that by the next issue of the Journal we can announce the complete roster. Suggestions for making the convention a many-dimensioned success — professionally, administratively and socially — should be forwarded to CAHPER Convention Chairman Mr. Bob Routledge, 11344 - 79 Avenue, Edmonton.

Branch Secretaries are requested to send complete up-to-date list of members **with correct addresses** to Journal Circulation Manager. (Listed alphabetically and showing membership expiry date). Please send copy to National Membership Chairman.

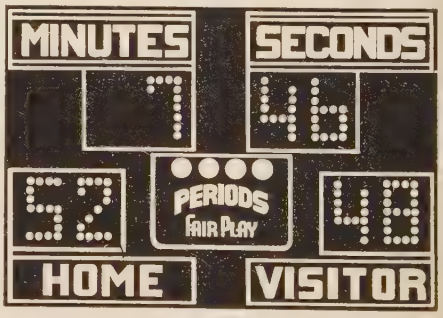
Visitors Welcome

TO ANNUAL BRITISH COLUMBIAN LUNCHEON

The B.C. Lower Mainland Branch of CAHPER announces its annual Christmas luncheon for all Physical Education Teachers, Health and Recreation Workers. **Those who are new to Canada or who are visiting B.C. are especially welcome.** The luncheon will be held on Tuesday, December 23rd from 12:00 to 2:00 p.m. at the Sylvia Hotel, 1154 Gilford Street. Tickets cost $2.00 and reservations can be made through Miss Louise Hammarstrom, 5557 West Boulevard, Vancouver.

An interesting and informative programme is planned. Make this your year to renew old and make new acquaintenances.

The CHOICE of Champions — —:



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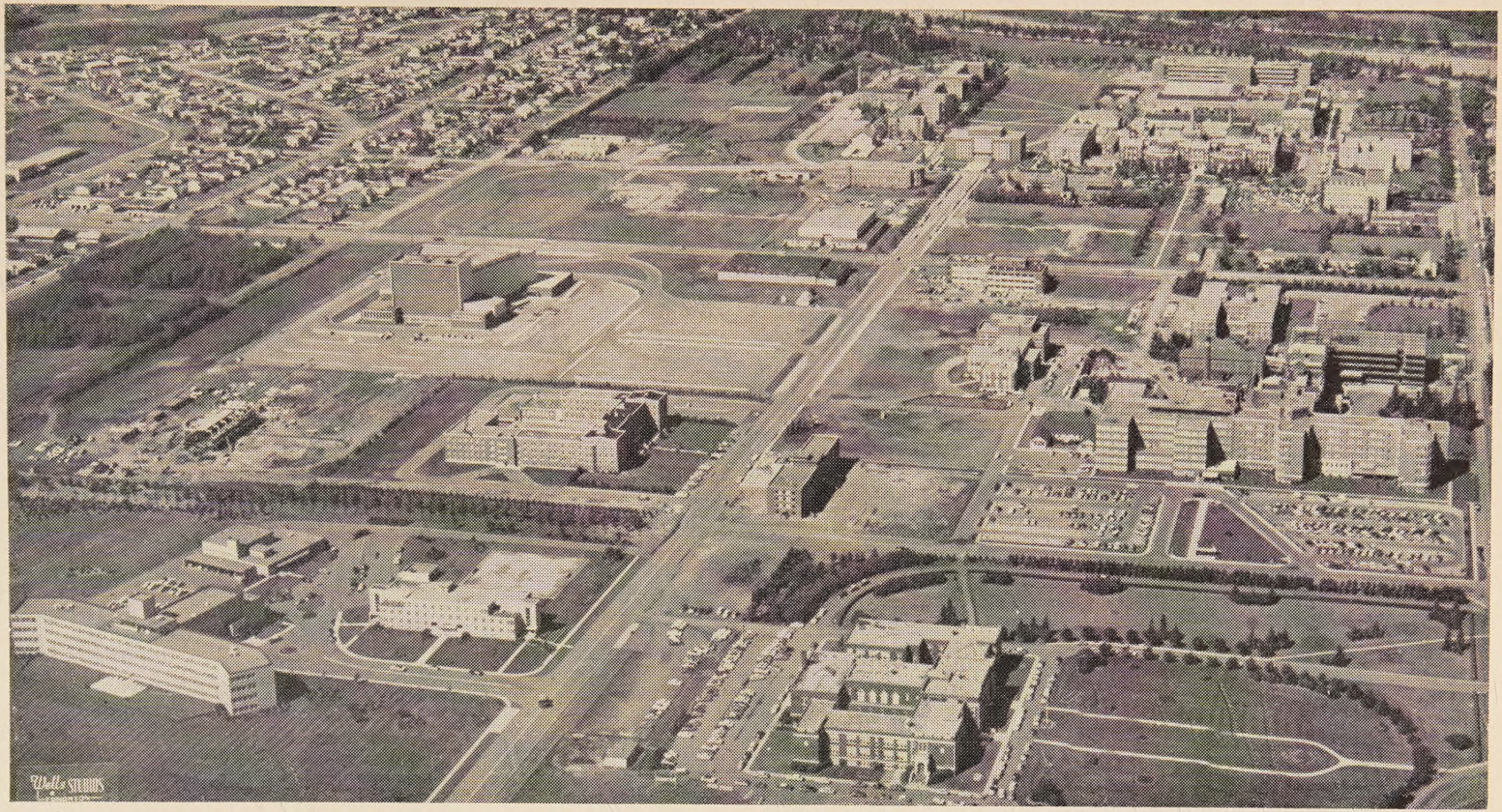
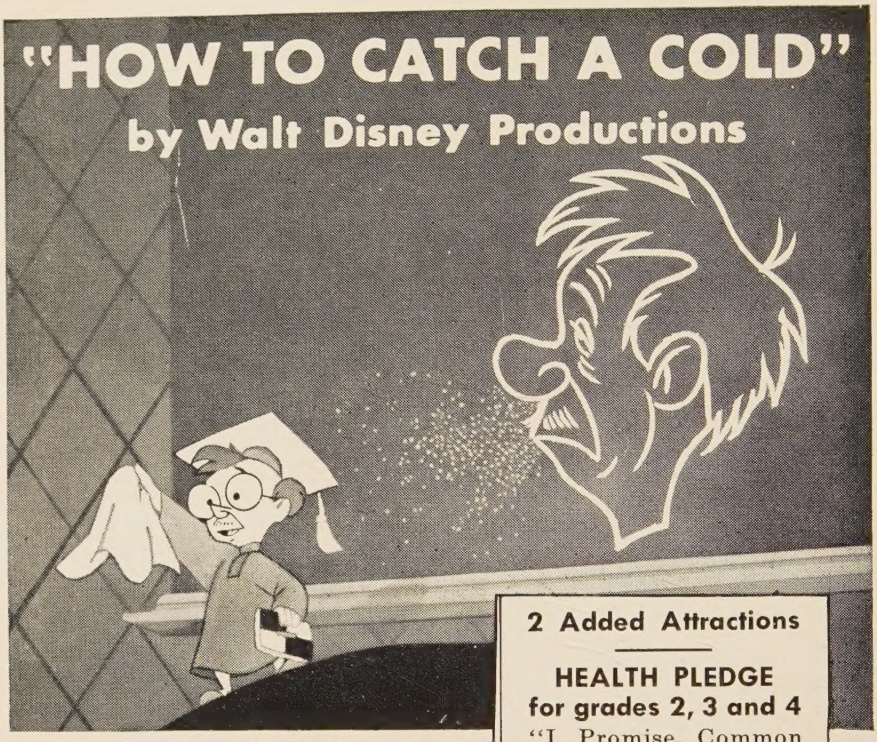
SITE OF THE 1959 CAHPER CONVENTION



THE CAMPUS OF THE UNIVERSITY OF ALBERTA. The road running diagonally through the picture is headed by the Administrative Building. Beyond the Administrative Building to the left are the residences. Across the road and to the left of the Admin. Bldg. is the Students' Union Bldg. to which will be attached the new physical education building which will include two gymnasia, swimming pool and rink. Below this is the present university gymnasium. The provincial auditorium is the large building in the large parking lot on the left. The Education Bldg. is at the bottom of the picture.



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"I Promise Common Sense" is a health pledge for youngsters to sign and keep; it lists the lessons taught in the film.

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Six full-colour posters, 14 x 20 inches, for classroom or school bulletin board.

*Reg. Trade Mark

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Day wanted (allow 4 weeks)..... 2nd Choice (allow 5 weeks).....
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.....sets of posters (large schools may require more than one set).

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(Please Print)
School.....
Street.....
City..... **Prov.**.....

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